

Preface: To the Instructor

We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way.

The purpose of *Ten Steps to Advanced Reading* is to develop effective reading and clear thinking. To do so, **Part I** presents a sequence of ten reading skills that are widely recognized as essential for basic and advanced comprehension. The first five skills concern the more literal levels of comprehension:

- Recognizing main ideas
- Identifying supporting details
- Recognizing implied main ideas and the central point
- Understanding relationships that involve addition and time
- Understanding relationships that involve illustration, comparison and/or contrast, and cause and effect

The remaining skills cover the more advanced, critical levels of comprehension:

- Making inferences
- Identifying an author's purpose and tone
- Evaluating arguments
- Separating fact from opinion, detecting propaganda, and recognizing errors in reasoning
- Using a study and notetaking system

In every chapter in Part I, the key aspects of a skill are explained and illustrated clearly and simply. Explanations are accompanied by a series of practices, and each chapter ends with two review tests. The second review test consists of a reading selection so that students can apply the skill just learned to real-world reading materials, including magazine articles and textbook selections.

x PREFACE: TO THE INSTRUCTOR

Together, the ten chapters provide students with the skills needed for both basic and advanced reading comprehension.

Following each chapter in Part I are **six mastery tests for the skill in question**. The tests progress in difficulty, giving students the additional practice and challenge they may need for the solid learning of each skill. While designed for quick grading, the tests also require students to think carefully before answering each question.

Part II is made up of ten additional readings that will improve both reading and thinking skills. Each reading is followed by questions that will help students practice all ten skills presented in Part I. Each reading also includes “Discussion Questions” that engage students in a variety of thinking skills and deepen their understanding of a selection. In addition, for the first five readings, an activity titled “Active Reading and Study of a Textbook Selection” improves students’ skill in learning and taking notes on textbook material. For the final five readings, an activity in “Outlining” or “Summarizing” helps students think carefully about the content and organization of a selection.

Part III consists of a series of twenty combined-skills tests that review the skills in Part I and help students prepare for the standardized reading test that is often a requirement at the end of a semester. An appendix then includes a limited answer key as well as writing assignments for all twenty readings in the text. When time permits, asking students to write about a selection will help reinforce the reading and thinking skills they have practiced in the book.

Important Features of the Book

- **Focus on the basics.** The book is designed to explain, in a 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 or testing them.
- **Frequent practice and feedback.** Because abundant practice and careful feedback are essential to learning, this book includes numerous activities. Students can get immediate feedback on the practice exercises in Part I by turning to the limited answer key at the back of the book.

The limited answer key increases the active role that students take in their own learning. They are likely to use the answer key in an honest and positive way if they know they will be tested on the many activities and selections for which answers are not provided. (Answers not in the book can be copied from the *Instructor’s Edition* 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 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 engage teachers and students alike.
- **Ease of use.** The logical sequence in each chapter—from explanation to example to practice to review test to mastery test—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, teachers can work on a new skill in Part I, review other skills with one or more mastery tests, and provide variety by having students read one of the selections in Part II. The limited answer key at the back of the text also makes for versatility: the teacher can assign some chapters 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 teachers to test and evaluate student progress.
- **Integration of skills.** Students do more than learn the skills individually in Part I. They also learn to apply the skills together through the reading selections in Parts I and II as well as the combined-skills tests in Part III. They become effective readers and thinkers through repeated practice in applying a combination of skills.
- **Online exercises.** As they complete each of the ten chapters, students are invited to go online to the Townsend Press website to work on three additional practice exercises for each skill—exercises that reinforce the skill taught in the chapter.
- **Thinking activities.** Thinking activities—in the form of outlining, mapping, summarizing, and taking study notes—are a distinctive feature of the book. While educators agree that such organizational abilities are important, these skills are all too seldom taught. From a practical standpoint, it is almost impossible for a teacher to respond in detail to entire collections of class outlines or summaries. This book then, presents activities that truly involve students in outlining, mapping, summarizing, and taking study notes—in other words, that truly make students *think*—and yet enable a teacher to give immediate feedback. Again, it is through continued practice *and* feedback on challenging material that a student becomes a more effective reader and thinker.

- **Supplementary materials.** The two helpful supplements listed below are available at no charge to instructors who have adopted the text. Any or all can be obtained quickly by calling Townsend Press (1-800-772-6410), by sending a fax 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 inside front cover of the book), answers to all the practices and tests, and comments on most items. *No other book on the market has such detailed and helpful annotations.*
 - 2 *Online exercises* provide three additional mastery tests for each of the ten skill chapters in 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.** This is the most advanced text in a series that includes four other books. The first book in the series, *Groundwork for College Reading*, is suited for ESL students and basic adult learners. The second book, *Ten Steps to Building College Reading Skills*, is often the choice for a first college reading course. The third book, *Ten Steps to Improving College Reading Skills*, is an intermediate text appropriate for the core developmental reading course offered at most colleges. The fourth book, *Ten Steps to Advancing College Reading Skills*, is a higher developmental text than the *Ten Steps to Improving* book. It can be used as the core book for a more advanced class, as a sequel to the intermediate book, or as a second-semester alternative to it. *Ten Steps to Advanced Reading* can be used as a sequel or alternative to *Ten Steps to Advancing College Reading Skills*.

A companion set of vocabulary books, listed on the copyright page, has been designed to go with the TP reading series. Recommended to accompany this book is *Advancing Vocabulary Skills* (300 words and word parts) or *Advanced Word Power* (300 words).

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

To summarize, *Ten Steps to Advanced Reading* teaches and reinforces ten essential reading skills. 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 the course, produce better readers and stronger thinkers.

Acknowledgments

A number of teachers have urged me over the years to write a higher-level reading book—one they could use for advanced reading courses or as an alternative to the books in the Ten Steps series. Their encouragement, and the many generous words I have received about the helpfulness of the Ten Steps books, inspired me to spend the time needed to create *Ten Steps to Advanced Reading*. In particular, I am grateful for the input provided by Joanne Ernst of Manatee Community College.

At Townsend Press, I thank Bill Blauvelt, Beth Johnson, and Ruth A. Rouff for the help they provided along the way. And I owe special thanks to my long-time colleague Janet Goldstein for her superb design, editing, and organizational skills. She is an editor extraordinaire, and her talents have also made possible the creation of the *Instructor's Edition*, complete with answers and marginal comments, that accompanies the book. 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