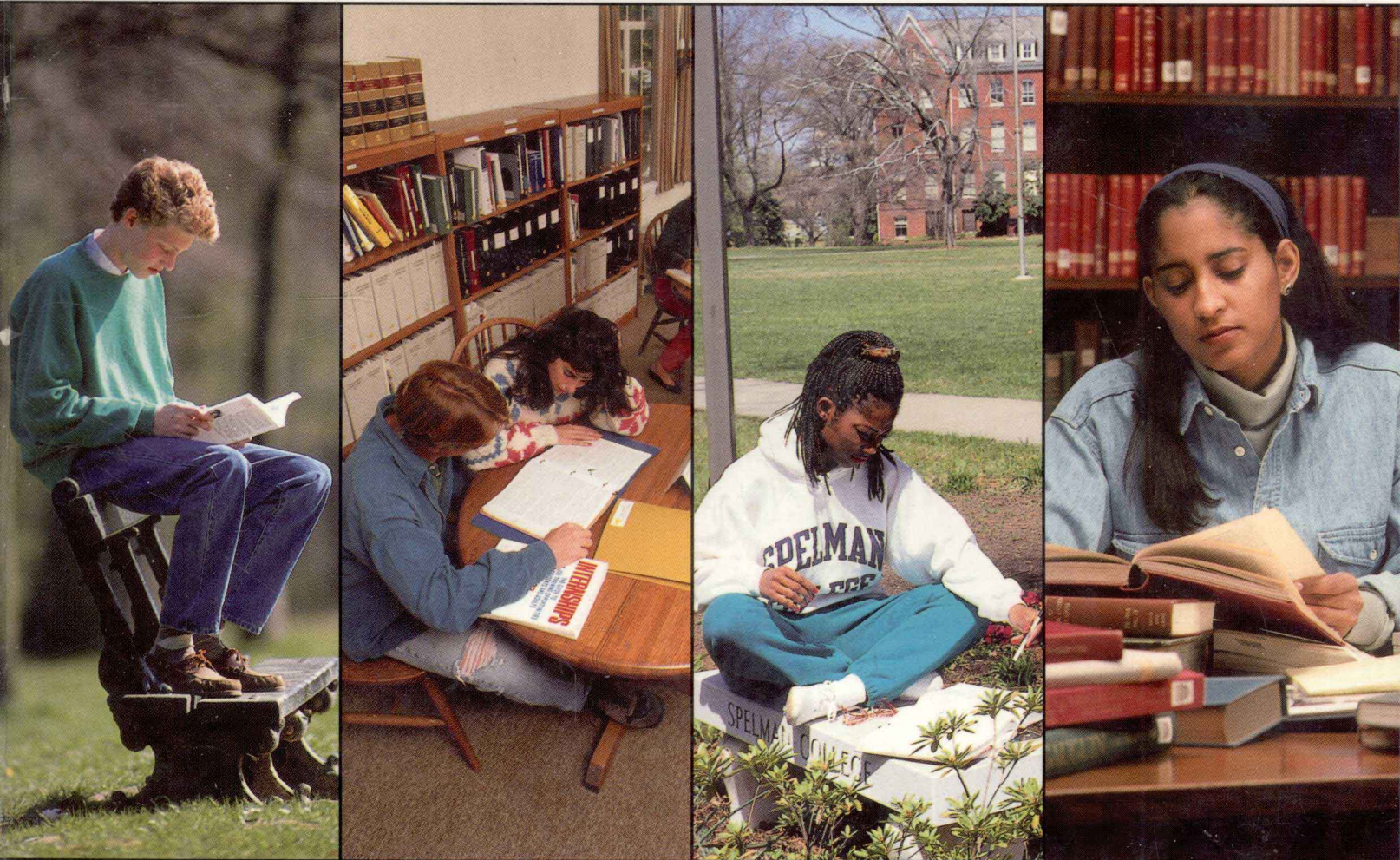


THIRD EDITION

# READING *with* MEANING

*Strategies for College Reading*

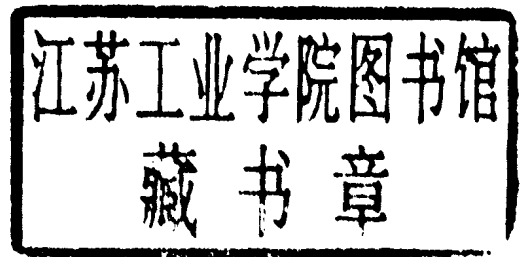


Dorothy Grant Hennings

**Reading with Meaning**  
*Strategies for College Reading*

Third Edition

**Dorothy Grant Hennings**  
*Kean College of New Jersey*



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## Preface

Reading experts define reading as an active process of thinking. To read is to develop relationships among ideas. Reading experts also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. To the reading of a text, you bring knowledge of and attitudes toward the sciences, social sciences, and humanities. You bring a purpose for reading. You bring understanding of vocabulary, your ability to figure out meanings, and your attitudes toward reading.

### Purpose of the Text

Maintaining the thrust of the first two editions, the third edition of *Reading with Meaning: Strategies for College Reading* incorporates this interactive-constructive view of reading. It emphasizes the following:

- Active reading, in which you respond while reading. As you read the selections in this book, you will think, talk, and write.
- Strategic reading, in which you learn specific strategies for understanding the kinds of materials you read in college. For example, you will learn to preview before reading, brainstorm what you know before reading, set purposes for reading, distinguish main from supporting ideas, use clue words to follow the author's train of thought, and think critically by applying, comparing, inferring, concluding, and judging.
- Vocabulary development, in which you expand your vocabulary through reading. As you read, you will learn to use context and word-structure clues to unlock the meanings of unfamiliar words.

- Strategies that are especially helpful as you study for college courses.
- Expansion of your knowledge so that future reading is more meaningful.

Based on the idea that you learn college reading strategies by reading and responding to meaningful content, *Reading with Meaning: Strategies for College Reading* contains selections similar to ones you must read in sociology, psychology, history, English, biology, earth science, and other college subjects, rather than short paragraphs that drill you on specific skills out of the context of real reading. Generally, too, you must construct your own meaning by talking and/or writing. In a few testlike activities, especially those related to word study, you may respond by selecting from multiple-choice items or marking items true or false. These activities provide practice in taking tests of these kinds, but on the whole, you will be responding as you must do when studying a college text: You must wrestle your own meanings out of the text. The primary purpose of this book is to prepare you to read the kinds of materials you will have to read in your courses—textbooks, other books, journals, and newspapers—and to help you succeed in college.

## New Directions

The third edition of *Reading with Meaning: Strategies for College Reading* is a bit different from previous editions. First, there is considerable attention to your own awareness of the steps you take in making meaning as you read. Reading experts call this awareness *metacognition*. To this end, you will find “Thinking About boxes” (or TABS) in the margin to help you verbalize the steps you take in reading. Second, many activities are organized as reading workshops. In workshop sessions you will collaborate or work cooperatively, with a partner or two. With your reading workshop partners, you will talk about ideas before reading, while you are reading, and after you have read a selection. This collaboration will give you support as you build interest in topics important to college success and learn to handle college-level materials.

The third edition of *Reading with Meaning* includes some new selections that help you relate reading to your own life. For example, you will find a sociology article that deals with cohabitation, an activity that deals with marriage customs, a newspaper column that talks about food and enjoyment of it, a line graph that depicts age at first marriage, a segment of an autobiography that expresses feelings about going to school, and an article that discusses the effects of television viewing and personal reading on your knowledge of history and literature. These articles replace some of the more technical selections in prior editions. In the same vein, there is greater stress on making applications to your own life. A new segment related to this area is included in the chapter on critical reading.

Greater attention has been given to the whole area of critical reading and thinking. The chapter that focuses on critical reading has been moved forward in the book to become part of the section dealing with comprehension. More critical thinking questions have been added to the selections that follow that part.

The order of some selections has been changed so that within most chapters the passages go from simple to more complex. This was done so that students who have some difficulty with reading may skip the last selection in the chapters and return to read these more difficult selections after having completed the book, if time permits. Also, there are more selections than can be read in the typical one-semester course. Students and instructor can select from among those provided in any one chapter, choosing to read those that meet their particular needs and interests.

The order of the chapters has been changed. The results are an expanded section on

study skills that includes the interpretation of tables, graphs, and diagrams and a section at the end that focuses on more specialized kinds of reading. Again, this change helps students who may not finish the book but need some work with interpreting visual messages. This change also helps students who are taking a second level reading course; the last part on specialized reading contains more difficult, lengthier selections useful to students who need less attention to basic comprehension strategies and more attention to the specialized kinds of readings that characterize college study in the social and natural sciences and in the humanities. In such a course, students probably will skip some of the selections in earlier chapters and spend their time on the more specialized selections at the back.

The instructor of the course will also find changes in the instructor's guide. The guide has been reorganized so that the information applicable to any one selection is located in one place. There is more material on how to handle the selections, additional teaching masters useful in leading discussions, and more assessment instruments.

## Organization of the Text

You should take time to study the table of contents before beginning to read the book, which you should do before reading any college text. You will see that the text starts with basic reading strategies, including vocabulary development, and then moves into more advanced strategies for comprehension, study reading, and specialized reading.

**Part I** has one chapter that helps you learn a strategy, or an approach, useful in preparing to read.

**Part II** focuses on vocabulary. It has two chapters. The first teaches you how to use the surrounding words in a sentence to unlock the meaning of an unfamiliar word; the second teaches you how to use word parts to figure out word meanings, especially the meanings of technical terms important in college textbooks.

**Part III** helps you understand what you read. The four chapters in this part teach you how to (1) find the main idea of selections and paragraphs, (2) make sense out of details, (3) use clue words to follow the author's train of thought, and (4) think critically about what you read.

**Part IV** deals with study reading. The first chapter in this part teaches strategies like SQ3R, data charting, webbing, highlighting and note-taking, outlining, and summarizing. The second chapter shows you how to work on your concentration level and reading rate. The third chapter introduces strategies for reading tables, graphs, and diagrams. Any one of these three chapters can be read earlier in a course if students and their instructor find these areas of particular interest.

**Part V** helps you understand the specialized materials you will have to read in college courses. First you will find a chapter that provides practice in reading opinions and persuasive writing, a kind of writing you will encounter very often in history and the humanities as well as in newspapers and magazines. Next you will find a chapter on comprehending definitions and explanations, which are common aspects of college texts, especially those in the natural and social sciences. Then, there is a chapter that introduces strategies for comprehending descriptions and narratives, which are commonly found in humanities as well as science texts. A fourth chapter in Part V helps you handle style, tone, and mood in reading—elements most important in the novels, short stories, plays, poems, and essays you will have to read in college English.

Following Part V is a concluding page, which provides opportunity for you to summarize the strategies developed in the book.

At the back of the book is a glossary of vocabulary words featured in the text. It contains a pronunciation guide as well as an explanation of how to use a glossary. You

can use this glossary as a dictionary, checking meanings and the pronunciation of unfamiliar words just as you would use the glossary of any college text. There is also a reading rate chart so that you can calculate your reading rate.

## Organization of the Chapters

Very often there is a pattern to the development of chapters in a college text. It generally helps to identify that pattern before you start to read. To this end, turn to Chapter 4 and identify the component parts of a chapter in this book.

In *Reading with Meaning*, each chapter begins by asking you to look through the chapter before reading, identify the topic, and jot down what you know about that topic and what you hope to find out by reading the chapter. Each chapter then presents a statement of what you should learn through the chapter—the objectives. Next comes an introductory discussion of the strategy to be taught in the chapter and practice using the strategy.

Following this instructional segment are three or more selections in which you apply what you have learned in the opening segments of the chapter. Accompanying most selections are two activities to do before reading: Expanding Your Vocabulary and Getting Ready to Read. Expanding Your Vocabulary features vocabulary from the selection so that you get continued practice in using your understanding of context and word-structure clues to unlock the meaning of unfamiliar words. Getting Ready to Read encourages you to look over a selection before reading. You can complete these activities by yourself or with class members during class time.

Next is a reading selection. Selections are from magazines, books, and textbooks. Exercises follow that you can use to check your understanding. These are either short answer or short essay. In each case, you must apply the strategies learned earlier in the chapter. Additionally, as you read, you will often be asked to record points as margin notes or to circle or underline parts of the text—something you should do in college reading. In some instances, you will find the number of words within a selection written at the end. To calculate your reading rate on a selection, you can use that number and the reading rate chart in the Appendix.

At the ends of selections, you will find activities for reviewing featured vocabulary. In many cases, the activities include sentences using the featured words; they provide practice in using sentence clues to unlock the meaning of words.

At the ends of selections, too, you will find suggestions for writing. Sometimes you will be asked to write using knowledge from the selection. Sometimes you will write using the same writing approaches used by the author of the selection. Research shows that writing is a good way to learn content.

A final segment of each chapter provides an opportunity for extending your understanding of the content and vocabulary and for practicing the strategies taught in the chapter.

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DOROTHY GRANT HENNINGS



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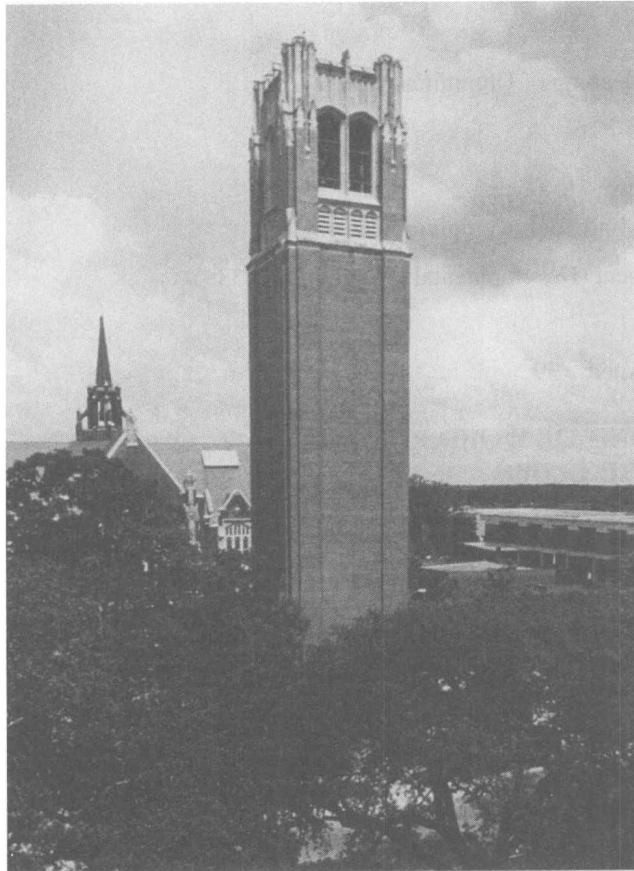
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# Contents

	<b>PREFACE</b>	<b>xiii</b>
	<b>CREDITS</b>	<b>xviii</b>
<b>PART I:</b>	<b>INTRODUCTION TO READING</b>	
<b>1</b>	<b>GETTING READY TO READ</b>	<b>1</b>
	Introduction—Getting Ready to Read	2
	The Getting-Ready-to-Read Strategy	4
	Selection 1: Money Talks (Personal Finance)	5
	Selection 2: A Nation on the Move (History)	8
	Selection 3: For Heaven’s Sakes, Choose a Job You Enjoy! (Career Planning)	13
	Selection 4: The Signs of Life (Biology)	16
	Selection 5: The New Colossus (American Literature—Poetry)	20
	Extending What You Have Learned	22
<b>PART II:</b>	<b>VOCABULARY AND READING</b>	
<b>2</b>	<b>UNLOCKING THE MEANING OF WORDS: USING CONTEXT CLUES</b>	<b>24</b>

Introduction—Unlocking the Meaning of Unfamiliar Words 25  
Practicing Using Context Clues 26  
Selection 1: On Geology (Earth Science) 28  
Selection 2: The Computer as Mind Tool (Computer Science) 31  
Selection 3: Prenatal Development (Developmental Psychology) 33  
Reviewing Chapter Vocabulary 37  
Extending What You Have Learned 39

**3 UNLOCKING THE MEANING OF WORDS:  
USING WORD-STRUCTURE CLUES 40**

Introduction—Unlocking the Meaning of Words 41  
Common Word-Building Elements 42  
Common Prefixes 45  
Common Suffixes 47  
Compound Words 49  
Selection 1: Cohabitation (Sociology) 49  
Selection 2: Brushing Up on Dinosaurs (Paleontology) 53  
Selection 3: Food Chains (Ecology) 56  
Extending What You Have Learned 60

**PART III: COMPREHENSION**

**4 READING FOR MAIN IDEAS 62**

Introduction—Reading for Main Ideas 63  
Distinguishing Between General and Specific 63  
Identifying General Statements: Marriage Customs 63  
Identifying Main Ideas of Paragraphs: Deductive, Inductive,  
and Linear Paragraphs 66  
Main Idea Making 70  
Selection 1: A Partial Remembrance of a Puerto Rican Childhood  
(Autobiography) 71  
Selection 2: James Michener (Literature—Biography) 74  
Identifying the Main Idea of an Extended Selection 79  
Selection 3: Time Management: A Guide for Personal Planning  
(Management Science) 80  
Selection 4: The Secret of America (Political Science) 84  
Extending What You Have Learned 88

**5 RELATING MAIN IDEAS AND DETAILS 89**

Introduction—Thinking about Details 90  
Selection 1: Great Constructions: The Biggest and Greatest (History) 92

Selection 2: He’s My Son! (Sociology) 94  
 Selection 3: What Does McDonald’s Pay? (Economics) 96  
 Selection 4: The Dream of Panama (Geography and History) 98  
 Extending What You Have Learned 106

**6 USING CLUE WORDS TO FOLLOW AN AUTHOR’S THOUGHTS 108**

Introduction—Using Clue Words 109  
 Paragraphs of Enumeration 109  
 Paragraphs with Examples 111  
 Paragraphs with Additional Information—A Continuation of or a Change in the Topic 112  
 Paragraphs with Comparisons and Contrasts 114  
 Paragraphs with Conditional Relationships (“What-Then?” Paragraphs) 116  
 Cause/Effect Paragraphs 118  
 Selection 1: Forming a Friendship (Human Sexuality) 120  
 Selection 2: The Sun Disappears—A Solar Eclipse (Astronomy) 123  
 Selection 3: Elements Known to Ancient Civilizations: An In-Text Review Test (Physical Sciences) 129  
 Applying What You Know in Writing 133  
 Extending What You Have Learned 134

**7 CRITICAL THINKING: APPLYING, COMPARING, INFERRING, CONCLUDING, JUDGING 136**

Introduction—Applying, Comparing, Inferring, Concluding, Judging 137  
 Selection 1: Anti-rape Programs Keep Students Safe (Current Events) 143  
 Selection 2: Eat, Drink, But the Doom-sayers Won’t Let You Be Merry (Newspaper Editorial) 145  
 Selection 3: Moral Power or Gun Power (Sociology) 148  
 Selection 4: Native American Myths and Legends (Literature—Legend) 152  
 Extending What You Have Learned 160

**PART IV: STUDY READING**

**8 APPLYING SYSTEMATIC STUDY SKILLS: SQ3R, HIGHLIGHTING, CHARTING, WEBBING, OUTLINING, SUMMARIZING, AND TEST TAKING 161**

SQ3R—A Systematic Study Strategy 162  
 Selection 1: Games Dealers Play (Personal Financing) 163  
 Highlighting and Notetaking Directly in a Textbook 167

Data Charting, Webbing, and Outlining 169  
Selection 2: African-American Folk Music (Music) 170  
Writing Summaries 173  
Studying Material Without Headings 173  
Selection 3: The Achievement of Desire  
(Literature—Autobiography) 174  
Taking an Examination on What You Have Read 176  
Extending What You Have Learned 178

**9 WORKING ON YOUR CONCENTRATION LEVEL  
AND READING RATE 179**

Introduction—Working on Your Concentration and Reading Rate 180  
Selection 1: One Writer’s Beginnings (Literature—Autobiography) 187  
Selection 2: Big Brother Is Watching You (Personal Finance) 189  
Selection 3: Language and Communication (Biology) 191  
Selection 4: Love Isn’t Easy (Literature—Essay) 192  
Extending What You Have Learned 194

**10 INTERPRETING TABLES, GRAPHS, AND DIAGRAMS 195**

Introduction—Tables, Graphs, and Diagrams 196  
Tables 196  
Selection 1: Land and Populations (Geography) 200  
Selection 2: The Fifty States of the United States (Geography) 202  
Pictographs 206  
Circle (or Pie) Graphs 208  
Bar Graphs 210  
Selection 3: Immigration to the United States (History) 211  
Line Graphs 211  
Selection 4: Age at First Marriage (Sociology) 213  
Selection 5: Weather in New Delhi and Santiago (Climate) 214  
Line Drawings 216  
Selection 6: Television Viewing, Reading, and School Achievement  
(Popular Psychology) 217  
Extending What You Have Learned 220

**PART V: SPECIALIZED READING**

**11 UNDERSTANDING OPINIONS AND PERSUASIVE WRITING 221**

Introduction—Reading Opinions 222  
Selection 1: The Eight Best Presidents—and Why (Literature—Essay) 224

	Selection 2: The Genius of Mark Twain (Newspaper Column)	229
	Selection 3: Maya Angelou’s School Thoughts (Literature—Autobiography)	234
	Extending What You Have Learned	238
<b>12</b>	<b>UNDERSTANDING DEFINITIONS AND EXPLANATIONS</b>	<b>240</b>
	Introduction—Reading Definitions and Explanations	241
	Definitions	241
	Selection 1: Diffusion and Osmosis (Biology)	244
	Selection 2: Understanding Whole Numbers (Mathematics)	246
	Explanations	248
	Selection 3: Pavlov’s Conditioning Experiments (Experimental Psychology)	251
	Selection 4: Classical Conditioning in Human Beings (Experimental Psychology)	254
	Selection 5: Daydreaming (Psychology)	257
	Extending What You Have Learned	264
<b>13</b>	<b>UNDERSTANDING DESCRIPTIONS AND NARRATIVES</b>	<b>266</b>
	Introduction—Reading Descriptions and Narratives	267
	Description	267
	Selection 1: Florence the Magnificent (Art)	270
	Narration	276
	Selection 2: Muhammad the Prophet (Religion)	281
	Descriptions and Narratives	289
	Selection 3: Human Culture—The Yanomamö (Anthropology)	289
	Extending What You Have Learned	291
<b>14</b>	<b>INTERPRETING STYLE, TONE, AND MOOD</b>	<b>294</b>
	Style	295
	Tone and Mood	297
	Selection 1: Fatherhood: Because It’s There (Literary Essay)	298
	Selection 2: The Gettysburg Address (Speech)	300
	Selection 3: Dream Poems by Langston Hughes (Literature—Poetry)	303
	Selection 4: She Sat Still (Literature—Essay)	305
	Extending What You Have Learned	308
	<b>SUMMATION: READING WITH MEANING</b>	<b>309</b>
	<b>APPENDIX: CALCULATING YOUR READING RATE</b>	<b>311</b>
	<b>GLOSSARY</b>	<b>317</b>
	<b>INDEX</b>	<b>329</b>





# 1

## Getting Ready to Read

*Before reading the chapter, read the title, the stated objective, and the headings and subheadings. Ask yourself: What is the topic of the chapter? In the space above and beside the chapter number, jot down what you already know about the topic. Then in the space below the number, jot down at least two questions you hope to answer through reading the chapter.*

### **OBJECTIVE**

In this chapter, you will develop a strategy for getting ready to read. Specifically, you will learn to

1. make a general survey of a selection before reading to predict what it is about and how it is put together,
2. consider what you know about the subject and how that subject relates to you,
3. set a purpose for your reading.