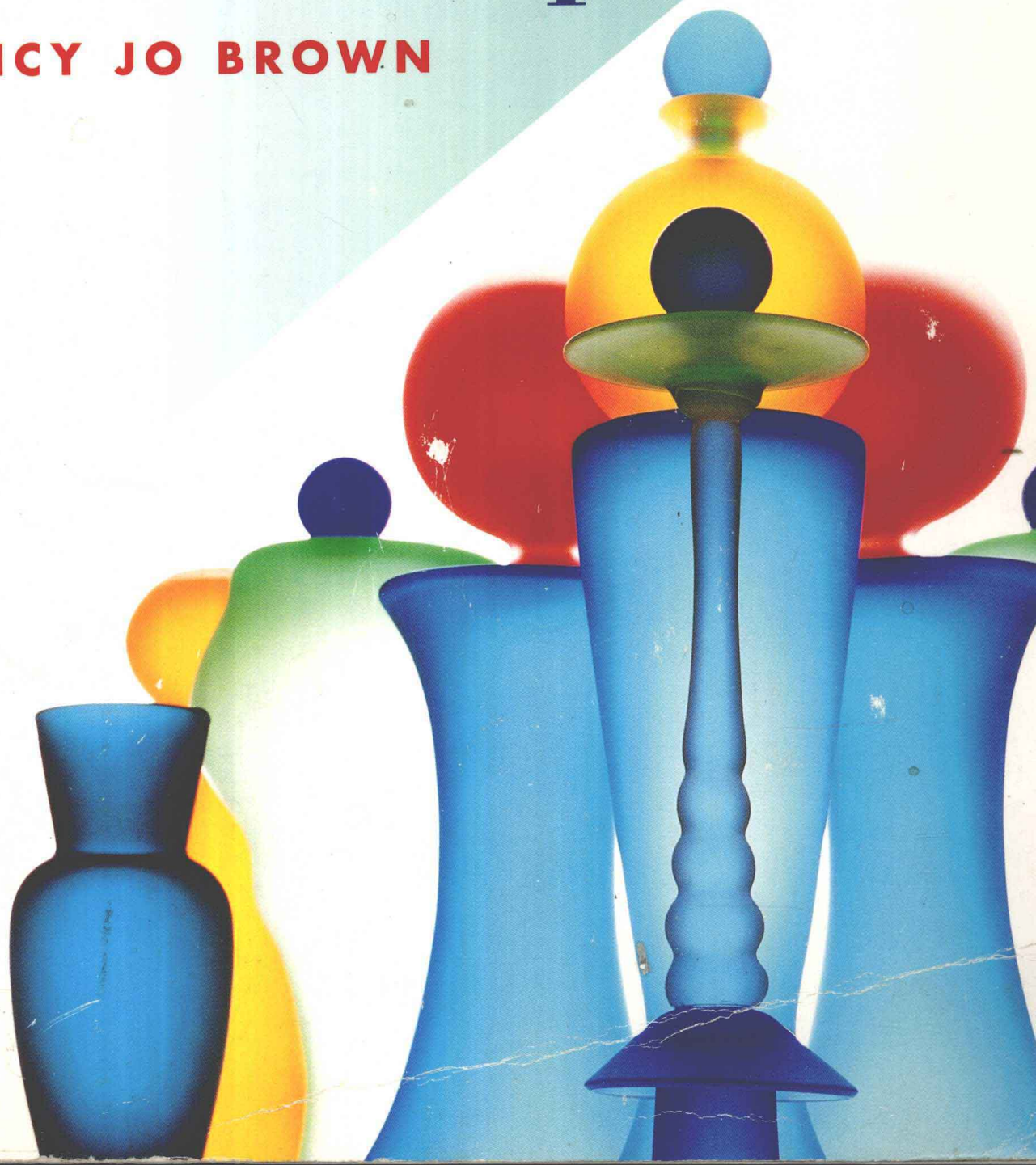


Reading Relationships

NANCY JO BROWN



READING RELATIONSHIPS

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Senior Sponsoring Editor: Mary Jo Southern
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PART 1 SKILL DEVELOPMENT

- 1** Primary Relationships or Basic Transitions
- 2** Stated Main Ideas
- 3** Major and Minor Details
- 4** Implied Main Ideas
- 5** Active Reading
- 6** Organization of Paragraphs
- 7** Fact or Opinion?
- 8** Inference
- 9** Purpose and Tone
- 10** A Comprehensive Look at Main Ideas

PREFACE

“Good thinkers make good readers” is the premise for *Reading Relationships*. During the nine years that I have taught reading in the college classroom, I observed a pattern. My students *wanted* to learn how to interpret the technical materials found in their assigned reading and most were *willing* to do whatever their reading texts suggested to improve this comprehension. But the fact was, they lacked the critical thinking skills to understand much of what they read.

In the reading classroom, critical thinking translates into the ability to see and to understand the logical relationships between and among words, sentences, and paragraphs. Most reading textbooks teach students the basic categories of transitions, but this has not proven to be sufficient for many reading students. My students, for instance, learned to identify transitions, but did not learn that the relationships signaled by transitions aid in the reading comprehension process. For example, many of my students would identify the word “but” as a contrast transition, but then they failed to understand the *different* views being contrasted in the sentence using “but.” And certainly these same students did not understand the *contrast* relationship used in the larger scope of the paragraph or chapter. In other words, these students were being instructed how to locate transitions, or main ideas, or details, but not how to “think” about what the transitions signaled, or what the main ideas communicated, or how the major details supported the main idea. In short, they lacked the critical thinking ability to make sense of what they were reading.

ORGANIZATION

Overview

Reading Relationships divides its instruction on how to become a better thinker and reader into three parts. Part 1 consists of basic skill development in the areas of primary relationships or basic transitions, stated main ideas, major and minor details, implied main ideas, active reading, paragraph organization, fact and opinion, inference, purpose and tone,

and a comprehensive look at main ideas. The ten skill chapters in Part 1 follow a consistent instructional format:

- Chapter opening graphics introduce the chapter skill by illustrating an analogous relationship.
- The chapter skill is explained and student examples are provided.
- Skill practice is provided through numerous exercises that promote a critical thinking approach to reading comprehension.
- Three Skill Tests end each chapter.

Part 2 is the vocabulary section, covering analogies, context, and word parts. The analogy chapter explains, in a simple and non-intimidating manner, that analogies are sets of words that have a *relationship* or *common bond* linking them. Many times, this relationship will parallel one of the six *transitional categories* described in this text. Helpful chapters on context and word parts follow.

Part 3 contains five longer reading selections encompassing five different genres. Each long selection is accompanied by a comprehension section and a special activity. The five genres with their special activities are as follows:

- | | |
|---------------------------------------|--|
| • Fairy Tale Special Activity: | Collaborative learning |
| • Nonfiction Special Activity: | Visualizing and diagramming |
| • Newspaper Article Special Activity: | On-site visit to the workplace |
| • Short Story Special Activity: | Predicting and writing about outcomes |
| • Newsmagazine Special Activity: | Using context to understand technical vocabulary |

Your View

The organization of this text is very flexible. After familiarizing yourself with the preface and table of contents, you can individualize the text to best fit your needs as an instructor. For example, if you are a firm believer in beginning with vocabulary, begin with Part 2 and then move on to Part 1, which is the skill development part of the text. Whenever you teach Part 1, Chapter 1 should come first, as it is the key to understanding that *Reading Relationships* is a critical thinking approach to the teach-

ing of reading comprehension in the college classroom. But you should feel free to reorganize the other nine chapters in Part 1 to fit your specific pedagogy. Finally, you might choose to intersperse the longer readings (Part 3) with the skill development chapters (Part 1) of *Reading Relationships*. All of these approaches would be valuable and effective.

TEXT FEATURES

- **High concentration of critical thinking activities.** Critical thinking is the foundation of this text. The chapter examples and exercises are developed to engage the mind, while simultaneously presenting practice in strengthening the skills essential to the development of reading comprehension. Critical thinking does not appear as an isolated chapter or exercise; rather, it is built into all the exercises and activities in *Reading Relationships*.
- **Three chapters about main ideas.** Reading to understand the main idea is the heart of reading comprehension; it is also the common problem shared by most developmental readers. This text handles stated and implied main ideas in two separate chapters. Then Chapter 10 offers students a final, comprehensive look at main ideas.
- **Active reader chapter.** Chapter 5 discusses the two types of readers: *passive* and *active*. This chapter then provides strategies for becoming a more active reader, including instruction on note-taking skills and marking text, using a simple shorthand system of six symbols.
- **Vocabulary section.** The chapters in Part 2 cover analogies, context, and word parts, so no supplementary text is needed.
- **Five different genres.** Five longer reading selections provide developmental readers with more reading practice. Each long selection focuses on a specific genre and instructs readers how to better comprehend that particular genre. A "Special Activity" follows each genre.
- **High-interest textbook selections.** The reading selections are drawn from textbooks representing a wide range of academic disciplines, such as American and world history, biology, psychology, business, communication, literature, astronomy, and geography.

- **Abundant and varied exercises.** Numerous exercises include true-false, multiple-choice, fill-in-the-blank, and short written response questions.
- **Chapter tips.** Each of the ten skill chapters in Part 1 ends with chapter tips, helpful sections on such subjects as finding the main idea, study skills, and test-taking advice.
- **Graph reading.** This text introduces students to three types of graphs: curved line, circle or pie, and time line. Graphs are accompanied by correlated exercises.

INSTRUCTOR SUPPORT

- *Reading Relationships* comes with an annotated answer key; some highlights include narrow and broad delineations for main ideas, additional text marking suggestions, and explanations for mixed fact and opinion passages.
- A full Test Bank accompanies *Reading Relationships*. There are two tests for each of the ten skill chapters in Part 1 and for the three vocabulary chapters in Part 2. Part 3 provides the student with a *new* long reading, comprehension package, and special activity.

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READING RELATIONSHIPS
