INSTRUCTOR’S MANUAL

TO ACCOMPANY

Joining a Community of Readers

Second Edition

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Introduction

Organized around high-interest, motivational, and contemporary themes relevant to the lives of all students, *Joining a Community of Readers* provides guided instruction in the reading and learning process and abundant practice of the basic reading and learning skills. The first level college reading text in the two-book series, *Joining a Community of Readers* follows the same integrated, holistic approach and thematic organization as its successful companion text, *A Community of Readers*. However, this text focuses more on basic reading skills, such as finding the main idea and identifying supporting details, and provides greater accessibility for students from various language and academic backgrounds.

The first chapter focuses on strategies for becoming a successful student, including the PRO reading process for becoming an active reader. Each of the following chapters presents a contemporary theme—technology and you, learning and education, popular culture, families, growing up—and challenges students to employ their reading and related skills to individually and collaboratively understand the themes and to think about them. As students progress through the chapters, they learn, practice, and recycle the reading/learning skills required to succeed in their college courses. Because each section of the text builds on a single theme, students have the time to develop schema and exchange knowledge on a particular topic.
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TASP and CLAST Reading Skills Proficiency Tests

Listed on the left are reading skills identified in the tests, and on the right are the chapters that focus on those skills. In addition, many of the skills, such as vocabulary in context and understanding main ideas, are reinforced in pedagogy and exercises throughout the book.

TASP (Texas Academic Skills Program)

Determine the meaning of words and phrases

- Context clues
  - Chapter 2
- Multiple meanings
  - Chapter 2
- Figurative language
  - Chapter 9

Understand main ideas and supporting details

- Explicit or stated main ideas
  - Chapter 3
- Implicit or implied main idea
  - Chapter 4
- Recognizing supporting details
  - Chapter 5&6

Identify a writer’s purpose, point of view, and intended meaning

Analyze relationship among ideas

- Organizational patterns
  - Chapter 7&8
- Drawing conclusions
  - Chapter 9

Use critical reading skills to evaluate written material

- Stated and implied assumptions
  - Chapter 9
- Fact and opinion
  - Chapter 9
- Logic
  - Chapter 9
- Validity of analogies
  - Chapter 9
- Bias of writer
  - Chapter 9

Apply study skills

- Summarizing
  - Chapter 6
- Organizing
  - Chapter 5-8

CLAST (Florida College Level Academic Skills Test)

Literal Comprehension

- Recognize central idea
  - Chapter 3&4
- Identify supporting details
  - Chapter 5&6
- Determine word meaning from context
  - Chapter 2

Critical Comprehension Skills

- Recognize author’s purpose
  - Chapter 8
- Identify author’s overall organizational pattern
  - Chapter 7&8
- Distinguish statement of fact and statement of opinion
  - Chapter 9
- Detect bias
  - Chapter 5&9
- Recognize author’s tone
  - Chapter 9
- Recognize relationships within sentences
  - Chapter 7&8
- Recognize relationships between sentences
  - Chapter 7&8
- Recognize valid arguments
  - Chapter 9
- Draw logical inferences and conclusions
  - Chapter 9
SPECIAL FEATURES

This second edition of *Joining a Community of Readers* offers a number of innovative features to enhance the learning experience:

- **Holistic approach to reading:** Reading skills are presented in the context of the study of real-life issues to provide students with the skills needed to successfully adapt the reading and study strategies to their academic courses and to work situations.

- **Thematic organization:** Each chapter focuses on one theme so that students can work with the ideas long enough to begin to understand and use the material in its complexity. Readings and examples used for skills explanations are connected and related to the chapter theme, therefore the skills themselves become more accessible.

- **Abundant examples and practice:** Each skill is introduced with clear explanations and examples. The theme-based content of the practices within the chapters progresses from sentences and paragraphs to longer passages with exercises tailored to reinforce skills through application to longer readings. The application of skills, especially finding the main ideas and support, and vocabulary building, are emphasized throughout the text.

- **NEW! High-interest readings from various sources:** In this second edition, we have replaced more than a third of the readings, drawing new selections from both academic and popular sources. A section of *Additional Readings* has also been added at the end of the book. The selections are from various sources to encourage students to read and enjoy reading. They have been carefully chosen for their accessibility and high-interest level.

- **NEW! Emphasis on vocabulary skills:** The second edition presents an entirely new chapter on vocabulary skills, and the reinforcement of vocabulary skills is integrated throughout the text.

- **Language Tips:** To provide nonnative speakers of English and other beginning college students with strategies for better understanding their reading, instructional sections and exercises on issues of language such as word forms, forming complete sentences, and paraphrasing are integrated into the chapters.
• “Organize to learn”. Learning strategies (including outlining, summarizing, and mapping) are introduced (with ample practice material) throughout the text and highlighted in boxed features labeled “Organize to Learn.”

• NEW! “Put It Together”. New “Put It Together” summary charts provide chapter reviews to facilitate student learning and retention.

• Critical thinking skills: By focusing on one theme at a time, students have the opportunity to understand the topic and its context in more depth and can apply critical thinking skills more effectively in class discussions, assigned writings, and collaborative activities. Exercises throughout the text lead students to apply their background knowledge to evaluate issues and make connections among various points of view.

• Focus on the reading process: The essential steps to teaching reading—prereading activities, active reading, and postreading tasks—are built into each chapter. Students are led to apply the new skills learned within the context of the reading process.

• Collaborative work: Exercises throughout the text encourage students to collaborate with their peers. Collaborative skills reviews and problem-solving tasks will help students in their academic work as well as in their future careers.

• NEW! Mastery Tests: Each chapter concludes with two mastery tests. Each mastery test features a reading selection, along with vocabulary and comprehension questions.
CHAPTER ORGANIZATION

Each chapter in *Joining a Community of Readers* is designed to teach specific reading and learning skills within the context of learning about a theme, reflecting on that theme, and generating possible responses to the theme. To accomplish this progression, each chapter contains the following features:

- **An opening illustration and quotation** introduce the theme of the chapter unit and provide prereading questions that ask students to explore their background knowledge and opinions on the topic.

- **Skills instruction** is carefully interwoven with readings about the theme of the chapter itself and examples in the pedagogy are taken predominantly from content-related material.

- **Chapter reviews** provide an innovative format for students to collaboratively or individually organize and review the skills of the chapter, postreading extension activities for collaborative group work, and writing assignments that are based on the chapter content.

- **NEW! Websites**. Each chapter in the second edition ends with a list of websites, which provide additional information on the chapter issues and themes. In addition, a book-specific website is available at http://www.awl.com/alexander.

- **NEW! Mastery tests**. Two new mastery tests at the end of each chapter give students further opportunities to master the skills for each chapter.
Teaching Suggestions

SETTING THE TONE

It has been our experience in teaching reading that when our students become a part of a classroom community—when they get to know one another well and work together—their rate of success goes up dramatically. They have increased self-confidence because they are comfortable in a classroom where their answers, ideas, and opinions are respected. In order to establish the classroom community, we dedicate part of the first two or three meetings to allowing the students and the instructor to get to know one another. We explain to our students that we are doing so because they will be working as a group in this class and that to work effectively, we all benefit by knowing one another and by respecting our often diverse backgrounds so each can bring his or her personal strengths to our work. Here are some suggestions for establishing a positive tone during the first few days of class:

• Have students introduce themselves, working in pairs or groups of three or four. (Use the Introductions exercise on page 16 or page 20 for this, or write your own questions. You may want to have students introduce each other to the class after this activity.)

• In the second or third class meeting, make a game of who can remember all the names in class. (Let students know ahead of time that you will do this. Call on volunteers.)

• Give a brief quiz asking students to write down all the names they can remember. (Announce the quiz in advance, when students are introducing themselves.)

• Encourage students to exchange phone numbers with a number of classmates so that they can take responsibility for finding out what they have missed when they are absent.

• Make learning students’ names a priority for yourself. It is a good way to let students know that you care. Shake hands with each student as they leave the first class session.

• Use collaborative learning groups in your class.

USING PRO
PRO is a reading and study system intended to guide students through the process of Preparing to read, Reading actively and reflecting, and Organizing what they have read. The system is introduced in detail in Chapter 1. The following chapters apply the system to readings from essays, journals, and college textbooks. Regular practice is provided in each chapter so students can master the PRO system and choose the strategies that will best suit their needs in future class and work environments. It is extremely important to emphasize the preparing to read and the reading actively and reflecting aspects of this study system because students will automatically “answer the questions” that are assigned. Try to take class time to briefly introduce the Preparing to Read sections when you are giving homework assignments and to discuss with students their success at reading actively when reviewing the assignments. This attention by the instructor to these aspects of the reading process will help students understand the importance of reading as a process.

USING COLLABORATIVE GROUPS

Joining a Community of Readers is structured to make the utilization of student groups easy and desirable. Because the ability to work in teams to solve problems is one of the skills most frequently requested by employers, we have provided many opportunities in the text for students to develop their talents in collaborative work situations. In the very first chapter, the Introductions exercise (page 16) is an opportunity to begin to form learning groups within the class, and exercise 10 on page 20 may be used as a “Collaborative Activity.” Then later in Chapter 4, the textbook excerpt entitled “Participating in Small Groups” (pages 185-187) provides useful tips for making groups work as a learning tool.

Each chapter ends with a collaborative group activity that is a natural outgrowth of the readings and activities of the chapter as a whole. The Skills Reviews at the end of each chapter are also designed to be completed either independently or in groups. You need not wait until the chapter’s end to use student groups; many of each chapter’s exercises can be done in pairs or in small groups. Also, the readings stimulate considerable discussion. Dividing students into groups of four or five gives more people the opportunity to become actively involved in the issues and in their own learning process.
To set up successful collaborative work groups, consider following some accepted practices for classroom collaboration:

- **Assign students to groups.** Your goal is to get students to know one another rather than to simply stay with their friends. We encourage you to mix students with different backgrounds and different strengths. At the beginning of the semester, you might simply have students count off. Remember, it can be awkward and frustrating for some students who may feel left out if you say “get in a group.”

- **Assign students roles.** (One person to watch the time, one person to keep the group on task, one person to be the secretary who will be responsible for turning in any written work, and one person to praise the other students and encourage everyone to participate.)

- **Give students working in cooperative groups a specific project to complete.** Many exercises in the text lend themselves easily to group work. (In addition, you might have them check their homework, fill out a chart, make lists, design an illustration, write a group summary, record a variety of opinions in the group, or simply prepare to report their discussion back to the class.) All cooperative work should have some kind of follow-up. Students should not simply be told to “discuss.”

- **Give students clear directions and a clear time frame.** Try not to rush them too much.

- **Monitor group progress.** Circulate among the groups to see how they are doing. If the groups turn in a product to you, be sure you mark it in some way, record it, and return it to them so they can see how they did. You might want to keep separate grades—those done individually and those done in groups. Students usually like this system because the group grades are often stronger than their individual grades.

**CLASSROOM ASSESSMENT TECHNIQUES**

Have you ever thought that one of your lessons went badly because one or two vocal students told you that they didn’t like it? Sometimes we are misled by such responses and a simple, easy-to-use technique can uncover what everyone in the class is thinking, how much they are working for your course, and whether or not they are comprehending.
If you simply want to find out how something you have done worked for your students, pass out small slips of paper and ask them to answer a few questions for you anonymously. Emphasize that you just want the information. For this you could ask such questions as:

- How did you like working in your group?
- Did each person in your group do his or her job?
- Did everyone participate?
- Was everyone prepared?

Perhaps you may want to know how much time people spent doing the homework. (Sometimes students complain about how difficult a reading was, and you find out that they spent 10 to 15 minutes working on it, when you had expected they would spend an hour or more!) In this case you might ask questions like:

- How much time did you spend on the homework?
- What did you most enjoy?
- What was clear for you (in class or from the homework)?
- What was confusing for you (in the homework or in the class session)?

You may only want to ask two or three questions, and keep it simple. It is important to report the results of these surveys to the students, and you should discuss any problems that come up at either the same class session or at the beginning of the next. For example, if students say that they like the group work but that some people were not prepared, be sure to discuss that problem, emphasize to everyone the importance of being prepared, and explain ways that you will make sure that students are accountable individually as well as in groups for their work. If students say that a particular reading was too difficult, you may want to discuss with them the circumstances under which they studied. Did they do the prereading? Did they read actively, concentrating and making connections? And finally, do they understand the demands of real college reading and the necessity of learning to read material that is not “interesting” to them.

If you wish, you can use this small slip of paper technique to give very brief quizzes at the beginning or end of class on the content of the homework or of the class sessions. You can adjust your class discussion to address the comprehension problems the students might be having. In
addition, this short content-based quiz is sometimes useful when students don’t seem to be doing the homework—a frustrating situation for class work and for collaborative work among students. For this type of quiz, ask only the simplest questions to make sure that they have done their work, not to test them too severely on whether or not they understood difficult sections that should be discussed in class before they are tested on them.

CRITICAL THINKING

Because students focus on one theme at a time and have the opportunity to understand it and its context in more depth, critical thinking is easily evidenced throughout the course in class discussions, assigned exercises, and writing. As an instructor, take every opportunity to emphasize the importance of critical thinking. Encourage students to question what they read, what they hear on television, and what others say. The text provides many chances to teach the various aspects of critical thinking. The PRO reading and study system emphasizes active reflection, so critical thinking is an integral part of all the readings and assignments in each chapter. Also, Making Connections questions ask students to reflect on and analyze individual readings and to make connections between readings. The Writing, Collaborating, and Extending Your Thinking activities at the end of each chapter ask students to synthesize information, extend the application of information to other contexts, and reflect upon information.

The last chapter emphasizes basic critical thinking skills in relationship to reading. Chapter 9 deals with making inferences that can be supported in the reading, recognizing facts versus opinions, and drawing reasonable conclusions.

WRITING ASSIGNMENTS

The teaching of reading and writing skills is intricately interwoven. Fluency in academic discourse requires students to become proficient in both. The assignments in this text recognize this challenge. The questions asked often require more than an “objective” answer of a letter or a few words. Some questions require a short paragraph, a summary, or an outline as a response. Each chapter includes an optional writing assignment in the Chapter Review section. The length and difficulty of the writing required will depend on the writing level of students in the class and the emphasis—reading or writing—of the course you are teaching. In a class whose primary focus is
reading, you might have time to assign only three short essays, or you might limit students’ responses to one well-written paragraph on each topic. On the other hand, a class whose primary focus is writing might be able to write a short essay for each of the ten chapters or each of the units, depending, of course, on how many revisions are expected, if research is required, etc. Students are uniquely well prepared to write on the issues in the text because of the strong contextual background provided by the readings in each chapter.

ACCESSIBILITY OF READINGS

In each chapter at least four readings, and two additional mastery test readings, focus on one theme so that students can work with the ideas long enough to begin to understand and use the material in its complexity. The content of the readings and examples used for skills explanations are related to each other; therefore, the skills themselves become more accessible. Although some students might experience difficulty with some readings in isolation, once they are involved with the issues, context, and vocabulary of a chapter they will find even challenging readings more accessible. Students have the exposure and time to develop background knowledge on a particular theme. Because of the theme-based materials and the presentation and recycling of reading strategies and skills, Joining a Community of Readers provides greater accessibility for the variety of students enrolled in a course of this type, regardless of their language background or their familiarity with academic discourse.

HOMEWORK

Students in this level reading class often expect the instructor to collect and correct all homework assignments. Make your policy clear to students. We do not collect every single homework assignment, but we do explain to students that it is important to do the homework so that they can understand the class discussion and learn from their own practice. We also explain to students that in college classes, professors don’t collect homework, but students are responsible for doing it, understanding it, and taking tests on it. To assure that students are doing the work, we frequently give simple pop quizzes so that if students have done the homework, they would be able to answer the questions (even if they have not mastered the information or the skill being taught). We also
routinely collect, comment on, and give grades for assignments that require writing, vocabulary journals, and collaborative work.

EXTRA PRACTICE

Students also enjoy practicing their skills in the computer lab or at home with Reading Roadtrip Multimedia Reading and Study Skills Software, Version 2.0. This CD-ROM takes students on a tour of 15 cities and landmarks throughout the United States. Each of the 15 modules corresponds to a reading or study skill (for example, finding the main idea, understanding patterns of organization, and thinking critically). All modules contain a tour of the location, instruction and tutorial, exercises, interactive feedback, and mastery tests. To order Reading Road Trip 2.0 with Joining a Community of Readers, use ISBN 0-201-71567-8.

TESTING

For a class of this level of reading skill, students should have fairly frequent and regular feedback. We would suggest a minimum of four tests per semester. Students need practice taking tests, and they need to develop test-taking skills and strategies. Very often students do poorly on the first exam because they don’t know how to anticipate what it will entail. We usually allow students to take a version of the first test again, so they can simply learn how to take a test. This is helpful because it provides an opportunity for students to experience some success, which is important to their self-image as students. A paper testbank is available for instructors who adopt Joining a Community of Readers. In it are objective unit tests and comprehensive tests (which could be used as the final). In addition to objective tests, we recommend that you require students to do some short answer questions and writing under examination conditions as well. An electronic reading testbank is also available from Longman.

ADDITIONAL READING

In order to increase reading skills as quickly as possible, students need considerable practice. We like to have our students read an additional book over the course of the semester. We find that this gives them a sense of accomplishment, and it often provides them with an opportunity to enjoy reading. Sometimes we have students pick from a list of four or five books and work in collaborative groups. Other times, we let each student pick his or her own book and either have a
brief discussion with us about its merits or turn in a short book report. We are always looking for
good, easy books for our students to read. Many of them fit into the themes of the units, while
others do not.

Anaya, Rudolfo, *Bless Me Ultima* or *Albuquerque*

Alvarez, Julia, *How the Garcia Girls Lost Their Accents*

Arrea, Luis, *Across the Wire*

Butler, Octavia, *Kindred*

Canada, Geoffrey, *FistStickKnifeGun*

Carson, Benjamin, *Think Big*

Carter, Jimmy and Rosalynn, *Everything to Gain*

Cisneros, Sandra, *House on Mango Street*

Cook, Robin, *Contagion*

Cousins, Norman, *Anatomy of an Illness*

Delaney, Sara and Elizabeth, *Having Our Say*

Esquivel, Laura, *Like Water for Chocolate*

Gibbs, Lois, *Love Canal: My Story*

Hayden, Torey, *Murphy’s Boy*

Jordan, Barbara, *Barbara Jordan: A Self-Portrait*

Jordan, Michael, *I Can’t Accept Not Trying*

Keller, Helen, *The Story of My Life*

Keyes, Daniel, *Flowers for Algernon*

Mairs, Nancy, *Plaintext*

McMillan, Terry, *Waiting to Exhale*

Mohr, Nicholasa, *In Nueva York* or *El Bronx Remembered* (vignettes)

Naylor, Gloria, *The Women of Brewster Place*

Rodriguez, Luis, *Always Running. La Vida Loca: Gang Days in LA*

Staples, Brent, *Growing Up Black and White*
Tan, Amy, *The Kitchen God’s Wife or The Joy Luck Club*

Waitley, Denis, *The Psychology of Winning*

Wallace, Aubrey, *Eco Heroes*

Weisel, Eli, *Night*

Welch, James, *Indian Lawyer*

Also, keep in mind that a series of Penguin paperbacks is available at a significant discount when shrinkwrapped with any Longman title. Some titles available are Toni Morrison’s *Beloved*, Julia Alvarez’s *How the Garcia Girls Lost Their Accents*, Mark Twain’s *Huckleberry Finn*, Frederick Douglas’s *Narrative of the Life of Frederick Douglas*, Harriet Becher Stowe’s *Uncle Tom’s Cabin*, Dr. Martin Luther King, Jr.’s *Why We Can’t Wait*, and plays by Shakespeare, Miller, and Albee.

For a complete list of titles or more information, please contact your Addison Wesley Longman sales consultant.

Some instructors prefer to supplement students’ reading with a news magazine. They may choose to shrinkwrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 57 cents per issue (a total of $6.84 for the subscription). Available with the subscription is a free “Interactive Guide to *Newsweek*”—a workbook for students who are using the text. In addition, *Newsweek* provides a wide variety of instructor supplements free to teachers, including maps, Skill Builders, and weekly quizzes. For further information on the *Newsweek* Alliance, please contact your Addison Wesley Longman sales representative.

Other Supplements

For information on other supplements available for you and your students with this Longman text, check the “To the Instructor” section at the front of *Joining a Community of Readers.*

NONNATIVE SPEAKERS IN READING CLASSES

All of the teaching strategies that we’ve discussed so far are keys to good instruction and are important to English as a second language (ESL) students as well as to native speakers of English. In addition, you should keep a few more things in mind as you teach classes that include
nonnative speakers.

• Vocabulary acquisition. Discuss vocabulary learning with your ESL students. Encourage them to not memorize long lists of every word that they look up in the dictionary. Suggest to your students that they should try to read first, and after picking out words that they think are essential, then go to the dictionary. Each time they look up a word, they should put a check by it. (A good rule for deciding when to add a word to their general vocabulary is when they see that they have looked it up two or three times. This will help them avoid memorizing lists of obscure words.)

• Emphasize to your ESL students that when they do look up a word in the dictionary, they should pay close attention to how that word is used in the text and to what part of speech the word belongs. This will make it easier for them to use the word if they need to.

• ESL students must work longer and harder than native speakers to be successful in our classes. This is a natural part of language acquisition. Make sure that your students know that you are aware of the extra work it takes for them to succeed. Be positive and encouraging. Remember, some of your students are coming to your class with advanced literacy skills in their own language, good study habits, and a love of reading. Others do not have these advantages. Your ESL students are not all alike, but they all can be successful with hard work and your encouragement. Consider how you would feel in a classroom in which you had to read, write, and speak Spanish, or a language with a different writing system, like Chinese.

• It is especially important for ESL students that you assist them in Preparing to Read. Be sure to devote time to ask students what they know about a topic and to provide some background on a topic before they are assigned to read about it on their own.

• Do everything you can to allow your ESL students enough time to do their best on tests.

• Working in collaborative groups is especially good for your ESL students. It helps them participate under less threatening circumstances, they can practice speaking the language, and often, because they have worked especially hard or have had a variety of life experiences, they enrich collaborative groups of native speakers. Make sure all students understand that they will work together with mutual respect, and that, in your opinion, they all bring something unique and special to the group. Often ESL students expect the classroom to be teacher-centered. Be
sure to explain to your students the *reasons* that you use collaborative groups in your class:
Students are more active and therefore learn more, and learning to work with people of similar
or different backgrounds is a necessary skill in educational as well as workplace settings.
• The Language Tips are integrated in the chapters to meet some of the special language needs
  of ESL students.
• Each chapter review has an Extend Your Thinking and Visit the Web sections that are
especially valuable to ESL students because it reinforces the themes of the text by having
students go beyond the classroom environment. These activities require students to bring in
newspaper or magazine articles, to interview someone in their community, or to explore the
resources available to them on campus. (You may want to consider making the Extend Your
Thinking or Visit the Web assignments before you reach the end of the chapter.)
• Enjoy and benefit from the diversity of students in your classroom. With a well-defined
  atmosphere of respect and acceptance, your students of varied backgrounds will keep things
  interesting. And, remember, you too can learn from your students.

CONTACTING THE AUTHORS

We hope you enjoy working with our text as much as we have enjoyed the process of writing it
and sharing it with our students over the past three years. If you have questions about how to use
this text, or any aspect of it, please feel free to contact us. We would also appreciate any
comments or suggestions you would like to offer.

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Answer Key IM

The following answer key includes only answers to those exercises that were too long to include in the regular Annotated Instructor’s Edition of Joining a Community of Readers.

Chapter 6

Exercise 8: Write a Summary (281)

According to Agee, Ault, and Emery, in their text, Introduction to Mass Communications, Spanish-language television networks, cable networks, and local stations reach millions of Spanish-speaking viewers in this country. These stations offer a variety of programming including soap operas, sports, and news. The main network channels are Univision (the largest) and Telemundo. Galavision is a cable network. Because the Hispanic population of this country is growing, these networks are also expected to grow.

Exercise 13: Write a Summary (288)

According to Aline Franco, in her article, “Trouble on the Air,” daytime talk shows started dealing with issues that were important to women viewers with Phil Donahue and Oprah Winfrey, but the more recent group of talk shows emphasize the outrageous and sensational. When Donahue’s program was first broadcast, he set an alternative to other shows because his dealt with issues of concern for women, and he set up a system for audiences to give input to the show by calling in. Then Oprah’s show began and was similar, except that Oprah’s style was more intimate and emphasized sharing and understanding. Although Oprah’s show was more popular, both shows focused mostly on important and relevant issues. The recent generation of talk shows has been different, however. Geraldo Rivera and Jerry Springer are examples of shows that have become extremely popular and are based on being outrageous, with guests getting into verbal and physical fights. These recent shows have had a negative impact on how people talk to one another, and even how students act in classrooms. It’s important to change the direction of these talk shows to something more positive.

Exercise 19: Write a Summary (296)

According to Pete Hamill, in his article “Crack and the Box,” television is like a drug. It is “consciousness altering” and can stop people from functioning normally in real life. Reading is different because it is active and forces us to use our imagination. Television, in contrast, is passive. Hamill thinks that television, like drugs, makes us become alienated from the world and can make us feel that we don’t have control. It even leads to the assumption that life should be easy like it is on television. Also, it tends to focus on feelings and doesn’t give much attention to serious issues. Hamill’s proposed solutions to dealing with the effects of television are for: a) parents to take control and to teach children to play; b) television to be taught as a subject; c) Americans to spend more time reading.
Sports and Television
Main idea: Watching sports on television is a consumer activity that can be isolating, but it encourages other things as well, even a sense of community.

TV has transformed social life.

<table>
<thead>
<tr>
<th>History of Sports</th>
<th>Sports on Television</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profitable Business</td>
<td>Symbol of Pride</td>
</tr>
<tr>
<td></td>
<td>Negatives</td>
</tr>
<tr>
<td></td>
<td>Positives</td>
</tr>
</tbody>
</table>

A New Community: Football Sundays

Excuse to be together

A Connection with people
Chapter Six

Exercise 25: Write a Summary (302)

Jim Miller, in his article “Sports and Television,” says that although television can be isolating, it can also encourage a sense of community, especially when people get together to watch sports. Television has changed the way people interact, but it isn’t as bad as critics say. According to Miller, sports evolved from being based on participation to becoming a consumer event designed to make profits. For the African-American community, the nationally broadcast accomplishments of black athletes became a symbol of racial pride. The negative side of sports as a mass consumer industry is that it has become an industry that encourages too much consumption, promotes corporations and politicians, promotes individualism, and leads to the weakening of our sense of community. The positive side of sports is that people cooperate on a team, and fans are a part of the team. Miller also argues that watching football on Sundays gives people a reason to get together and to connect with friends.

Chapter Seven

Exercise 2: Identify Examples (325)

1. In traditional European peasant societies, the firstborn son inherited the family land, so second and third sons had to look for other ways to earn a living. In 15th century Spain, they could
   • join church
   • become a paid soldier
   • go to the new world
2. Historically, men’s most important role within the family structure was to provide food for the family.
   • hunting
   • fishing
   • raising sheep or cattle
   • agricultural tasks that required heavy physical labor
3. The family, because of the strong feelings it generates, is a powerful source not just of love and care but also of pain and conflict. . .
   • instances of violence
     - anger
     - physical punishment of children
     - spouses poking and slapping each other
   • family members legally allowed to spank children
   • frequently not prosecuted or imprisoned for striking wives

Chapter Seven

Exercise 8: Identify Patterns of Organization (336)
1. Main Idea: The end of the 19th century and beginning of the 20th brought a revolution in housework.

I. Labor-saving devices
   A. carpet sweeper (1880)
   B. electric iron (1903)
   C. electric vacuum cleaner (1907)
   D. electric toaster (1912)

II. Processed and canned foods appeared
   A. canned pickles
   B. canned meals
   C. condensed soups

III. Household conveniences available by 1920s
   A. hot and cold running water
   B. gas stoves
   C. automatic washing machines
   D. refrigerators
   E. vacuum cleaners

2. Main idea: Cleaning was the most difficult task
   - soot from smoke blackened walls, drapes and carpets
   - gas and kerosene lamps left soot on furniture and curtains
   - every day lamps had to be wiped, wicks trimmed
   - floors scrubbed
   - rugs beaten
   - windows washed

Exercise 17: Make a Map, Time Line, or Outline (352)

1. early 1900s 27-30 infants died out of 1,000 births
   1952 18 infants died out of 1,000 births
   early 1970s 15 infants died out of 1,000 births

2. Main idea: Changes in technology made divorce and employment of married women easier.
   A. Household convenience items freed women to enter labor force
   B. Antibiotics & vaccinations freed women to enter labor force because they didn’t need to take care of sick children as much.

Exercise 21: Make a Map or Timeline (356)

Childminding, the Example of Anne-Marie

first 5 years in U.S. Anne-Marie works in bank in New York. Her sons stay with her mother in Trinidad.
when financially stable Her sons join her, with her mother and brother.

a few years later Anne-Marie marries, moves to Los Angeles, leaves sons with her mother.

after having a daughter Anne-Marie sends for her sons, sets up a traditional family (briefly).

enrolled in a course Anne-Marie’s infant daughter lives with her husband’s family in Virgin Islands.

7 years later Anne-Marie’s sons grown and move away. Anne-Marie’s sister-in-law comes to live with them in L.A. to take care of 8-year-old daughter.

Chapter Eight

Exercise 16: Write a Summary (398)

According to Thompson and Hickey in their textbook, Society in Focus, minority families have a variety of family structures. Some of these family structures are responses to economic hardships that have been caused by more unemployment and cuts in government aid to poor families. It has been especially difficult for African-American and Latino families. So minority families have developed some very practical attitudes. For example, many African-American families depend on having the help of the extended family rather than on the nuclear family. African-American and some Latino families put more interest in raising the children than in marriage. In fact, more than 50% of African-American women who are single parents have never married. In general, African-American two-parent-families are more egalitarian, and the husbands do more chores in the home and take care of children more than their white counterparts. Many immigrant families also stay in close touch with their kin at home, and they help support their families still in their country. According to the authors, homosexual couples in stable relationships generally have the same kinds of family concerns as heterosexual partners.