

Instructor's Manual and Test Bank

Activate College Reading

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To the Instructor:

In this instructor's manual you will find lesson summaries, guided reading sheets, tutoring ideas and test banks. The lesson summaries can be used for course planning or distributed to course tutors. The guided reading sheets are created from these summaries. The guided reading sheets are intended for student use. These sheets can be given out during class to aid in the note-taking process or given to students who were absent during the presentation of the material. In addition, tutoring ideas have been provided for the varying lessons. These ideas are all intended to be scaffolded instruction. The student should work with an instructor or tutor on these activities.

Test banks have been provided for each part. In part 1 and part 6, the test bank encompasses all the lessons in those respective parts. Parts 2, 3, 4, and 5 have test banks for each individual lesson. There is also a midterm exam and final exam.

To streamline course planning, an appendix has been included. The appendix contains common graphic organizers.

Lesson 1 – Before You Read or View, Take Four Actions

Summary

There are four actions that will improve comprehension;

1. Survey the reading selection or program to get an overview of what will be coming
2. Guess the purpose of the reading selection or program
3. Predict what's going to happen
4. Think about your prior knowledge

Survey to Get an Overview of What's Coming

I. Survey the Title

II. Survey the Headings

A. You can tell headings from the regular text in different way:

1. Headings may sit on their own lines.
2. Headings may be in bold or italic type.
3. Headings may be oriented in all capital letters.
4. Headings may be printed in a different color than the regular text or in a larger size.

Guess the Purpose of the Program or Reading Selection

Writers generally focus on three main purposes when writing a piece:

I. To entertain – to engage a reader's emotions

II. To inform – to teach the reader something new

III. To persuade – to get the reader to believe something different from what they currently think

Consider two kinds of information when you are guessing the purpose of a reading:

1. The source
2. The ideas you read while you are surveying – think about the author's words and what they suggest

Predict What's Going to Happen

While you are surveying or previewing a reading selection, you start to think about what is going to happen. Some predictions will come naturally, other times you may have to make predictions more deliberately.

Think about Your Prior Knowledge of the Subject Matter

All the knowledge you bring to your viewing or reading is called your prior knowledge.

Activating your prior knowledge takes advantage of the natural learning process and improves comprehension.

Lesson 1 – Before You Read or View, Take Four Actions
Guided Reading Sheet

Instructions: As you read lesson 1, fill in the missing information.

There are four actions that will improve comprehension;

1. _____
2. _____
3. _____
4. _____

Survey to Get an Overview of What's Coming

I. Survey the Title

II. Survey the Headings

A. You can tell headings from the regular text in different way:

1. Headings may _____.
2. Headings may be in bold or italic type.
3. Headings may be _____.
4. Headings may be printed in a _____ or in a larger size.

Guess the Purpose of the Program or Reading Selection

Writers generally focus on three main purposes when writing a piece:

I. To _____ – to engage a reader's emotions

II. To _____ – to teach the reader something new

III. To _____ – to get the reader to believe something different from what they currently think

Consider two kinds of information when you are guessing the purpose of a reading:

1. The source
2. The ideas you read while you are surveying – think about the author's words and what they suggest

Predict What's Going to Happen

While you are surveying or previewing a reading selection, you start to think about what is going to happen. Some predictions will come naturally, other times you may have to make predictions more deliberately.

Think about Your Prior Knowledge of the Subject Matter

All the knowledge you bring to your viewing or reading is called your _____.

Activating your prior knowledge takes advantage of _____ and improves comprehension.

Lesson 1 – Before You Read or View, Take Four Actions
Tutoring Ideas

Tutoring Idea 1: Guess the Purpose and Activating Prior Knowledge

In lesson 1 the students are introduced to the idea of author's purpose. Author's purpose is important to future reading skills as well as before reading strategies. Use the ideas below to help the students better grasp the concepts discussed.

Materials:

3 magazines of varying types

Pencil

Paper

****** Before tutoring, go through the magazines and identify headlines that show an author's purpose to entertain, inform, and persuade. It is important to have a variety of magazines to be successful.

Instructions:

1. Flip through the magazine and identify an article that has an author's purpose to entertain.
2. Identify key terms, phrases, etc... that lead you to believe the purpose is to entertain
3. Look at the title one more time, spend 1 minute writing down everything you know about the topic - Remember there is no right or wrong answers in activating prior knowledge.
4. Repeat steps 1-3 for the author's purposes to persuade and to inform.

******If the student incorrectly identifies a purpose, have the student go back to magazine and try to identify another article.

Lesson 2 –While You Read or View, Stay Active and Focused
Summary

While reading, you can stay focused in the five ways.

I. Picture or hear what the author is saying

a. Create a photo, a movie, or a soundtrack in your mind

II. Put ideas into your own words

a. See if you can restate what the author is saying

III. Predict what the author is going to say next

a. What is this about?

b. Where is it going?

IV. Search for connections to your own life and to other ideas and situations

a. How is this information or event like something you already know?

V. Be open to learning something new that doesn't fit easily into information you already have

a. How is this situation or idea different from something you're familiar with?

Lesson 2 –While You Read or View, Stay Active and Focused
Guided Reading Sheet

Instructions: As you read lesson 1, fill in the missing information.

While reading, you can stay focused in the five ways.

I. Picture or hear what the author is saying

a. Create a _____, a _____, or a _____ in your mind

II. Put ideas into your own words

a. See if you can _____ what the author is saying

III. Predict what the author is going to say next

a. What is this about?

b. _____

IV. Search for connections to _____ and to _____

a. How is this _____ or _____ like something you already know?

V. _____

a. How is this situation or idea different from something you're familiar with?

Lesson 2 – While You Read or View, Stay Active and Focused

Tutoring Ideas

Tutoring Idea #1: Putting ideas into your own words

In lesson 2, students learn strategies to focus on a reading. It is important to teach the student how to stop and check their understanding of the material periodically during reading. Follow the steps below to improve this skill.

Materials:

3 – Sample textbook chapter pages

Pencil

Instructions:

1. Read through 1 textbook page. As you read through the page, stop after each paragraph or at the beginning of a new heading.
2. Write a one sentence, summary of the information covered. If you are unable to write a simple summary, you may need to re-read the material.

****It is important to walk the student through the activity in three stages. First, show the student how to write the summaries. Second, help the student write the summaries. Lastly, have the student complete one set of summaries independently.**

Tutoring Idea #2: Search for connections

In lesson 2, students are taught that making connections to a text will aid their comprehension and keep them focused.

Materials:

3 short passages on varying topics

Instructions:

1. Read the passage
2. Answer the following questions
 1. What do you already know about the topic?
 2. Do you agree with what the author is saying? Why?
 3. Does this topic relate to something you are learning in another course? How?

Lesson 3 – After You Read or View, Think, Talk, and Write

Summary

There are three related tasks that you can do to review the information that you have read:

I. Think about the ideas in the reading selection

A. 5Ws and H – Use these ‘W’ questions to review and remember the basic information you read

B. Connect – Make connections between the ideas in the reading to your own prior knowledge

C. Search for Patterns – You might find repeated words or ideas that help you understand the topic or patterns the author has used to organize the ideas.

II. Talk about the ideas in the selection

A. Talking with classmates may reveal details that you did not notice.

B. Talking is a method of rehearsing your knowledge.

III. Write about the ideas in the reading selection

A. Writing is another form of rehearsing your knowledge.

B. Writing allows you to find out how much you know about a topic.

Reviewing and rehearsing your knowledge are important when you need to remember what you read.

Lesson 3 – After You Read or View, Think, Talk, and Write
Guided Reading Sheet

There are three related tasks that you can do to review the information that you have read:

I. Think about the ideas in the reading selection

A. 5Ws and H – Use these ‘W’ questions to _____ and _____
the basic information you read

B. Connect – Make connections between the ideas in the reading to _____

C. Search for Patterns – You might find _____ or _____ that
help you understand the topic or patterns the author has used to organize the ideas.

II. Talk about the ideas in the selection

A. Talking with classmates may reveal details that you did not notice.

B. Talking is a method of _____.

III. _____

A. Writing is another form of rehearsing your knowledge.

B. Writing allows you to find out how much you know about a topic.

_____ and _____ your knowledge are important
when you need to remember what you read.

Lesson 3 – After You Read or View, Think, Talk, and Write
Tutoring Ideas

Tutoring Idea #1: Asking Questions

In lesson 3, students learn after reading strategies. These strategies help students remember what they read and will eventually help them apply the knowledge they have gained.

Materials:

2 passages (2 paragraphs each)

Pencil

Paper

Instructions:

1. Read the passage.
2. Write 4 questions to go along with the passage. These questions should begin with the 5W questions.
3. Write answers to each of the questions created.

** It is important that the students understand why these questions are important and how they will help the students recall basic information.

Tutoring Idea #2: Search for connections

In lesson 2, students are taught that making connections to a text will aid their comprehension and keep them focused.

Materials:

3 short passages on varying topics

Instructions:

1. Read the passage
2. Answer the following questions
 1. What do you already know about the topic?
 2. Do you agree with what the author is saying? Why?
 3. Does this topic relate to something you are learning in another course? How?

Test Bank Part 1-1: Chapter Content

1. Which of the following choices describe interactive reading?
 - a. Asking a classmate to summarize the key ideas from the chapter
 - b. Resting and clearing your mind prior to reading
 - c. Searching the internet for summaries of a novel
 - d. Reading with a pen in hand, ready to take notes
2. The four actions you need to complete before reading are:
 - a. Survey, Guess, Predict, Think
 - b. Survey, Predict, Think , Summarize
 - c. Preview, Predict, Guess, Summarize
 - d. Inform, Guess, Predict, Think
3. When surveying a text, look at all of the following **EXCEPT**
 - a. Headings
 - b. Charts and graphs
 - c. Bold words
 - d. Class notes
4. What are the three main purposes for writing?
 - a. To inform, To educate, To persuade
 - b. To entertain, To convince, To inform
 - c. To inform, To entertain, To persuade
 - d. To educate, To persuade, To influence

5. When an author tries to change your opinion on a topic, he/she is writing with the purpose to
 - a. Inform
 - b. Persuade
 - c. Entertain
 - d. Educate
6. The purpose of *Predicting* is
 - a. To keep the reader focused and help them to notice subtle details
 - b. To entertain the reader
 - c. To connect the information to the reader's prior knowledge
 - d. To reinforce the skill of surveying
7. What is prior knowledge?
 - a. Information gained from reading a text
 - b. Information gained from attending class lectures
 - c. Your brain's long term storage system
 - d. Information gained through your life experiences and education
8. While reading it is important to visualize what the author is saying because
 - a. It focuses your attention on the meaning of the information.
 - b. It allows you to make a deeper connection to the text.
 - c. It helps you to store the information in your long term memory.
 - d. All of the above
9. After you read a section it is important to do all of the following **EXCEPT**
 - a. Highlight the important information from the passage
 - b. Make connections with you ideas and the ideas from the text
 - c. Search for patterns in the text
 - d. Review the basic information that you read

10. The questions you can ask yourself after you read should begin with

- a. Who, What, When, Where, Did, Are
- b. Who, What, When, Where, How, Why
- c. What, Why, Did, Can, Where
- d. What, When, Where, How, Are

Test Bank Part 1-2: Purpose

Read the questions below and fill in the correct answer.

1. When an author writes a piece to teach the reader something new or explain an idea, he/she is writing to _____.
2. When an author writes a piece to make a reader experience a specific emotion, he/she is writing to _____.
3. When an author writes a piece to change another person's feelings or beliefs, he/she is writing to _____.

Read the description of the passages and titles below and write the purpose you anticipate the author has for the material.

- | | |
|---|-------|
| 4. The advantages of owning a motorcycle | _____ |
| 5. Scrapbooking 101: A step by step guide | _____ |
| 6. First People: A documentary survey | _____ |
| 7. DC comics | _____ |
| 8. Why school uniforms should be banned | _____ |
| 9. A paperback novel entitled "Sisters" | _____ |
| 10. A New York Times editorial | _____ |
| 11. Merriam Webster's Collegiate Dictionary | _____ |
| 12. Cosmopolitan Magazine | _____ |
| 13. Mickey Mouse's Big Adventure | _____ |
| 14. Peter the Great: A Brief History | _____ |
| 15. Magazine Advertisement | _____ |
| 16. Student Handbook of Rules and Regulations | _____ |
| 17. Saving the environment: How you can make a difference | _____ |
| 18. The Top Chef Cookbook | _____ |

Test Bank Part 1-3: Predictions and Prior Knowledge

For each title, guess the purpose, make a prediction about what the reading selection will discuss, and list two pieces of prior knowledge.

1. Article title: This War is an Outrage

a. Purpose: _____

b. Prediction: _____

c. Prior knowledge:

1. _____

2. _____

2. Book title: The Mysterious Origins of Camp Peary – the CIA training camp

a. Purpose: _____

b. Prediction: _____

c. Prior knowledge:

1. _____

2. _____

3. Article title: The Changing Face of Health Care

a. Purpose: _____

b. Prediction: _____

c. Prior knowledge:

1. _____

2. _____

4. Textbook title: Rural Economy of the Medieval West

a. Purpose: _____

b. Prediction: _____

- c. Prior knowledge:
1. _____
 2. _____
5. Article Title: How one person can change the world – Is that person you?
- a. Purpose: _____
 - b. Prediction: _____
 - c. Prior knowledge:
 1. _____
 2. _____
6. Book title: Burglars on the Job
- a. Purpose: _____
 - b. Prediction: _____
 - c. Prior knowledge:
 1. _____
 2. _____

Read the selection below and answer the questions that follow.

A Tense Moment in Iraq

During the early days of the second American invasion of Iraq, a group of soldiers set out for a local mosque to contact the town's chief cleric. Their goal was to ask his help in organizing the distribution of relief supplies. But a mob gathered, fearing the soldiers were coming to arrest their spiritual leader or destroy the mosque, a holy shrine.

Hundreds of devout Muslims surrounded the soldiers, waving their hands in the air and shouting, as they pressed in toward the heavily armed platoon. The commanding officer, Lieutenant Colonel Christopher Hughes, thought fast.

Picking up a loudspeaker, he told his soldiers to "take a knee," meaning to kneel on one knee.

Next he ordered them to point their rifles toward the ground. Then his order was: "Smile."

At that, the crowd's mood morphed. A few people were still yelling, but most were now smiling in return. A few patted the soldiers on the back, as Hughes ordered them to walk slowly away, backward - still smiling.

Adapted from *Activate College Reading*, 1st ed.

1. What is the purpose of this article?

To persuade To inform To entertain

2. Who is article about? _____

3. What did the Iraqi citizens think the soldiers were going to do? _____

4. What did Hughes advise his group to do? _____

5. Why did the groups mood change? _____

6. How could this situation have turned out differently? _____

Pavement Stage Brilliant 90s Revival in Brooklyn

"Sing it if you know it," Pavement's Stephen Malkmus told the crowd Sunday night in Brooklyn, on the Williamsburg Waterfront, as the band prepared to play "Stop Breathing." Then he added, "I tell myself that before every song. 'Sing it like you know it! Be the ball! Be the snare, Steve!'"

All year long, on their first tour since they fell apart in 1999, Pavement have shown other bands how you do the reunion thing right: no new songs, no pompous gestures, just a celebration of the catalog that made them the great guitar band of the 90s. The audience on Sunday night was surprisingly young, and unsurprisingly baked, but they were there to celebrate the 90s as well. Malkmus got one of the night's biggest cheers when he looked around at the Brooklyn waterfront and mused, "We saw a Bikini Kill show around here."

Sheffield, Rob. "CNN." *Pavement Stage Brilliant 90s Revival in Brooklyn*. CNN, 21 Sep 2010. Web. 22 Sep 2010.
<http://www.cnn.com/2010/SHOWBIZ/Music/09/21/pavement.revives.90s.roll/index.html>

7. What is the passage about? _____
8. Who is being discussed in the passage? _____
9. Why was the reunion tour successful? _____
10. When was the last tour? _____
11. What type of music was played? _____
12. What was the audience make-up? _____

Lesson 4 – Before You Read, Use Word Parts to Expand Your Vocabulary

Summary

Definitions of Word Parts:

1. Root – the root carries the main meaning of the word
2. Prefix- placed before a root, the prefix changes the meaning of the word
3. Suffix – placed after a root, the suffix often changes the part of speech and thus changes the way a word acts in a sentence

I. Meaning in Word Parts

- a. Use inference to unlock the meanings of words. Inference is the process of putting bits of information together to see what they add up to. Your logic and your prior knowledge are active when you infer meaning from word parts.
- b. To make meaning from word parts, you often have to switch the order of the part meanings to arrive at a definition that makes sense.
- c. Context matters when determining the meaning of words. Words often have more than one definition, and the sentence that the word is in will help you decide which meaning the author intends.
- d. Suffixes can indicate:
 1. Actions—these are verbs.
 2. Conditions or processes—these are nouns.
 3. Characteristics of things—these are adjectives.
 4. How, when, or where an action is done—these are adverbs.

II. Word Parts to Expand Your Vocabulary

- a. Use the Word Parts Glossary to look up the meanings of word parts that make up an unfamiliar word. You can use word parts in the following ways.
 1. To understand the basic meaning of the word, find out what the root means.
 2. To understand major changes to the root's meaning, find out what the prefix means.
 3. To understand how a word will act in a sentence, find out what the suffix means.

Lesson 4 – Before You Read, Use Word Parts to Expand Your Vocabulary
Guided Reading Sheet

Definitions of Word Parts:

1. Root – _____
2. Prefix- _____
3. Suffix – _____

III. Meaning in Word Parts

- e. Use inference to unlock the meanings of words. Inference is the process of putting bits of information together to see what they add up to. Your logic and your prior knowledge are active when you infer meaning from word parts.
- f. To make meaning from word parts, you often have to _____ to arrive at a definition that makes sense.
- g. Context matters when determining the meaning of words. Words often have more than _____, and the sentence that the word is in will help you decide which meaning the author intends.
- h. Suffixes can indicate:
 1. _____—these are verbs.
 2. _____—these are nouns.
 3. _____—these are adjectives.
 4. How, when, or where an action is done—these are adverbs.

IV. Word Parts to Expand Your Vocabulary

- b. Use the Word Parts Glossary to look up the meanings of word parts that make up an unfamiliar word. You can use word parts in the following ways.
 1. To understand the _____.
 2. To understand _____.
 3. To understand how _____.