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Note: The Answer Key for this text is located on the Instructor Companion website, which can beaccessed at login.cengage.com.Part 1: Teaching Suggestions  
Setting the Tone  
It has been our experience in teaching reading that when students become part of a classroom  
(including digital) 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. To establish  
the classroom community, we dedicate part of the first two or three meetings for students and  
instructor to get to know one another. We explain to our students that we are doing so because  
they will often be working as a group in this class (and in future classes and workplaces), and to  
work effectively, we all benefit by knowing one another and respecting our diverse backgrounds;  
we want each person to be able to contribute his or her personal strengths to our class. 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. Give the  
groups a designated amount of time like 15 minutes. Then, have students introduce their  
group members to the rest of the class. Often shy students feel more comfortable introducing  
others rather than themselves. After the introductions, asking for volunteers, you can make a  
game of who can remember all the names in the class. In a subsequent class you can give a  
“quiz” asking students to list all the names. Another activity is to have students write about  
their names, the origin of their names as well as any stories about their names. Make learning  
students’ names a priority for yourself. It is a good way to let students know that you care. As  
students leave the first class session, shake hands with each one, if culturally appropriate.  
• Encourage students to familiarize themselves with both the college’s web services as well as  
campus-based support services such as tutoring/resource centers, health centers, and  
counseling. When navigating these systems becomes more comfortable, students can better  
adopt an identity of a college student and a learner, helping them to focus more clearly on  
relevant material.  
• Use collaborative learning groups in your class. Allow students to ease into discussion by  
sharing with partners or small groups first, then the class at large. Often students are more  
willing to share opinions and analysis if they first receive validation in smaller group  
settings.  
Using the Themes  
Each chapter of the text is unified around a particular theme, or issue, such as “Living with  
Technology” (Chapter 2), “Our Food, Our Culture” (Chapter 3), and “Exploring Gender”  
(Chapter 6). The illustration and quotation at the beginning of each chapter give a quick  
introduction to the theme. The chapter opener is designed to elicit initial student responses to  
basic questions about the topic. Frequently these questions will require students to think about  
the quotation and/or the visual. Take class time to discuss these illustrations and questions to  
help students activate their individual schema, so that they are prepared to better comprehend the  
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readings in the chapter. This activity is very important for all our students, and it is especially  
important for students who are not native speakers of English or those who have learning  
disabilities. Besides the opening questions, the Prepare to Read section as well as the skillsbased exercises provide students with a framework for approaching the longer readings in the  
chapter.  
Since some of the issues raised are controversial, expect students’ opinions to vary greatly. The  
opinions expressed will often contradict your personal opinion as well. As you begin these large  
or small group discussions, it’s important to establish with students the “rules” of mutual respect  
and openness to listening to each other’s views; such rules are essential to a positive learning  
environment. You might consider having students generate “discussion rules or expectations” at  
the beginning of the course; that way, they may be more committed to them.  
Taking time to read and discuss the introductory section will help to ensure student involvement  
in the questions raised about the theme. In many cases, media material, such as online videos,  
can also be used at this point to stimulate interest, develop student background on the issue, and  
help students organize their thoughts about the issues. An additional project or extra credit can be  
asking students to provide relevant material that they have discovered.  
The main readings of each chapter develop different aspects of the theme. For example, in  
Chapter 4, students are introduced to many elements of the theme, “Staying Well,” in the skillsand content-based pedagogy and exercises at the beginning of the chapter. So, by the time they  
are assigned the first reading in Chapter 4 “Stressed Out,” they have already been exposed to  
concepts of what good health actually encompasses, how to address the problem of childhood  
obesity, the U.S. Department of Health and Human Services' publication Healthy People 2020about the need to improve the health of all Americans, smoking risks, dating violence, sexual  
safety, and the relationship between health risks and levels of education. The subsequent reading  
discusses alternative health care. The Work the Web section suggests an activity to further  
develop the theme of health that students can complete through guided research on the Internet  
that gives them choice of the focus they want to take. The Mastery Test presents ways to think  
about drugs and health concerns related to drug use.  
Using PRO  
PRO is a reading and study system intended to guide students through the process of Preparingto read, Reading actively and thinking critically, and then Organizing what they have read forstudy. The system is introduced in detail in Chapter 1. It is extremely important to emphasize the  
preparing to read and the critical thinking and reflecting aspects of this study system since  
forming these habits will enable students to become lifelong independent readers and learners.  
Try to take the time to briefly introduce the sections when you are giving homework  
assignments, and when reviewing the assignments, discuss with students how successful they  
were at reading actively, and thinking critically about the material.  
The following list is a resource to help you remember what kinds of questions to ask depending  
on the material that your students are reading/studying. You can assign students to answer your  
questions in pairs or small groups and/or report back to class.  
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Possible Preparing to Read Questions  
1. Preview the reading and consider what you already know about the material. Do you  
have previous knowledge? How difficult do you think it will be for you? How long do  
you think it will take for you to read/study it?  
2. What is your purpose for reading? For fun? In preparation for an exam, quiz, or  
classroom discussion? How long do you think it will take?  
3. What information will you get from the graphs, charts, and illustrations included in the  
reading?  
4. After previewing the text, what questions do you think will be answered in the reading?  
Write at least two questions.  
Possible Reading Actively and Thinking Critically Questions  
1. Did you check your comprehension while you were reading? Did you stop and think  
about what you just read?  
2. Did you get distracted while you were reading? Why? What can you do to improve your  
concentration?  
3. Did you interact with the text, indicating in the margins whether you were surprised by  
something, agreed with something, have questions about something, or want to remember  
something?  
4. Did you consider what other information you know about the topic, other points of view?  
5. Did you identify patterns of organization and relationships among ideas?  
6. Did you recognize the author's purpose, world view, and point of view?  
7. Did you evaluate facts versus opinions?  
8. Did you form an opinion about the reading?  
Possible Organizing and Using What You Have Read Questions  
1. Did you annotate the text? Did you put question marks for material you didn't understand  
so you can bring it up in class?  
2. What did you do to help you remember the information in the text? Did you make a list,  
map, or outline? Did you write a summary?  
Remind students to preview the reading and generate prereading questions prior to reading aselection. This attention by the instructor to these aspects of the reading process will help  
students understand the importance of reading as a process. Try this with outside readings as  
well, reminding students of PRO before jumping into other reading assignments you have given  
them. Students might also bring in reading from other courses to show how PRO applies across  
disciplines. Even mathematics word problems can benefit from this method. Students and  
instructor can work together to look for varied ways to apply the reading steps, to make it second  
nature outside of class.  
Using Collaborative Groups  
To set up successful collaborative work groups, consider following some accepted practices for  
classroom and digital collaboration:  
• Assign students to groups. Your goal is to get students to know one another, and not to  
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simply stay with the friends that they already know. We would encourage that you mix  
students of different backgrounds and with different strengths. At the very beginning of the  
semester, you might simply have students count off, having all the “1s” to get together, “2s,”  
etc. Remember, it can be awkward and frustrating for some students who may feel left out if  
you just say “get in a group.”  
• Give students working in cooperative groups a specific project that they are to complete.  
Many exercises in the text lend themselves easily to group work. (In addition, you might  
have them check each other’s homework, fill out a chart, make lists, design an illustration,  
write a group summary, map a reading, 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.  
• Give students clear directions and a clear time framework.  
• Have students in a group introduce themselves briefly.  
• Consider having students pick a “secretary” for the group who will take notes, a person who  
will report back to the class regarding their group's work, a timekeeper, and a person who  
praises members of the groups.  
• 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, and in any case, they know you have  
the two types of grades separated.  
• Encourage collaborative learning outside of class.  
Applying Classroom/Learning Assessment Techniques  
Have you ever had the experience of thinking 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 the responses of  
a few outgoing students, but there is a simple, easy-to-use technique for finding out what  
everyone in the class is thinking and how much they are working for your course, as well as for  
getting brief feedback on whether or not they are comprehending.  
If you simply want to find out how something you have done worked for your students, you can  
pass out slips of paper (4″ × 2″), and ask them to answer a few questions for you anonymously.Emphasize that you just want the information. For this, if students worked together, 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?  
• What could you have done to help your group work better?  
• What would make your group work even better?  
Or you may want to know how much time people spent doing the homework. (Sometimes  
students complain about how difficult a reading was, but then you find out that they spent only  
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10 or 15 minutes working on it, when you had expected they would spend an hour or more!) You  
might ask questions like:  
• How much time did you spend on the homework/assignment?  
• 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)  
• What would you differently next time?  
• What grade do you think you earned?  
You may want to ask only two or three questions, and keep it simple. It is important to reportback to the students the results of these surveys, and you should discuss any problems that comeup either during 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, emphasizing to everyone the importance of being prepared and explaining 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 preread? Did they read actively, with  
concentration and making connections? And finally, they need to understand the demands of real  
college reading and the necessity of learning to read material that is not “interesting” to them.  
Emphasize that when reading for pleasure, prereading is built into the choice of text. When  
reading is assigned, the steps in PRO are essential for best (and fastest!) comprehension.  
If you wish, you can use this small-slip-of-paper technique to give very brief quizzes on the  
content of the homework or of the class sessions at the beginning or end of class. 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 also useful when students don’t seem to be  
doing the homework—a frustrating situation for class work and very frustrating 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 need to be discussed in class before they are tested on them. Some  
instructors give a short survey at the end of each class meeting, or the end of each chapter.  
Teaching Critical Thinking Skills  
Since students focus on one theme at a time and have the opportunity to understand it and its  
context in depth, critical thinking is easily evidenced throughout the course in class discussions,  
assigned exercises, and writing. As an instructor, you should take every opportunity to  
emphasize the importance of critical thinking. Encourage students to question what they read,  
what they hear on various media sources, 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 such that critical thinking is an integral part of all the readings and exercises in  
each chapter. In Part 2 of this Instructor’s Manual we have provided additional activities for each  
chapter which include “Critical Reflections in the Classroom Community” and “Write About It”  
prompts as well as other ideas and assignments.  
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Chapters 7 and 8 further emphasize critical thinking skills. Chapter 7 focuses on distinguishing  
facts and opinions, as well as identifying an author’s worldview, point of view, purpose, bias,  
and tone. Chapter 8 emphasizes using critical thinking to solve problems and evaluate arguments  
logically and ethically.  
Incorporating 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 frequently require more than an “objective” answer of a  
letter or a few words, especially in the “Think Critically” exercises after readings. They require a  
short paragraph, a summary, an outline, or another organizing technique such as a personal  
reflection. For additional writing assignment ideas and prompts, see Part 2 of this Instructor’s  
Manual.  
Students are uniquely well prepared to write on the issues in the text because of the strong  
contextual background provided by the thematic readings in each chapter. Also, the “Work the  
Web” activities give students practice using the Internet in a variety of ways, including research  
and additional writing opportunities.  
Extended Reading  
When time permits, it is extremely valuable to give your students the opportunity to read  
extensively. You can choose a book that best fits the needs and interests of your students, give  
them five or so books to choose from, or allow students to choose what they want to read  
independently. With any outside readings—especially the nonfiction texts—students can apply  
the skills they are learning from their text chapters, including the PRO system and vocabulary  
comprehension. If you assign your students books to be read in groups, the Reading Circles  
suggestions in Part 3 of this Instructor’s Manual are useful (see page 18).  
ESL Students in Reading Classes  
All of the teaching strategies that we’ve discussed so far are keys to good instruction; they are  
therefore important to 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 with non-native speakers in them.  
• 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 try to read first, and after picking out words that they can’t figure out  
by using context clues and that they think are essential, go to the dictionary.  
• 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 what part of speech the  
word is. 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  
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their 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, better yet, Chinese.  
• It is especially important with ESL students to use the opening sections of chapters. 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.  
• Some ESL students are uncomfortable reading or speaking in front of the class. Discuss their  
boundaries, but challenge them when possible to work collaboratively and ask for help.  
• 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 they all bring something unique and  
special to the group.  
• 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!