### Academic Areas Represented in *Breaking Through*, Twelfth Edition

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#### Sociology
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(1020L/461 words)
“Setting goals for yourself is an important start, but then what?”

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From Total Fitness and Wellness, Seventh Edition, by Scott K. Powers and Stephen L. Dodd (1120L/479 words)
“Although everyone feels stress, life events and situations do not affect everyone the same way. Our personalities, past experiences, and gender all influence how we perceive situations and cope with stress.”

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From Development across the Life Span, Eighth Edition, by Robert S. Feldman
“Traditional intelligence tests, which yield an IQ score, tend to focus on the ability
to use data and previously learned information to solve problems. Yet increasing
evidence suggests that a more useful measure than IQ tests, particularly when
looking for ways to compare and predict adult success, is the component relating
to the context—the aspect of intelligence that has come to be called practical
intelligence.”

SELECTION 2  •  ESSAY  58
“RUN THE RACE . . . IT’S YOURS TO RUN”  (1270L/834 words)  59
From The Black Collegian, by Calvin Mackie, PhD
“When I graduated from high school with an 800 Scholastic Aptitude Test (SAT) score
and began Morehouse College in remedial reading, there were not too many people
betting that four years later I would graduate number one in mathematics. . . .”

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From Environmental Science: Toward a Sustainable Future, Thirteenth Edition, by
Richard T. Wright and Dorothy F. Boorse
“Fish died in streams, farm animals sickened and died, families were plagued with
illnesses and occasional deaths. The birds had disappeared, their songs no longer
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  From Criminology Today: An Integrative Introduction, Eighth Edition, by Frank Schmalleger
  “Many researchers in the field of criminology have explored and tested the effects of body chemistry on aggressiveness. Likewise, other studies have looked at aspects of the physical environment and their relationship to criminal behavior. Their results have shown consistent relationships between hormones, weather, and criminality.”

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  “Eye Communication” (1180L/1114 words)  113
  “In much of the United States, direct eye contact is considered an expression of honesty and forthrightness. But the Japanese often view eye contact as a lack of respect.”

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  From Health: The Basics, Twelfth Edition, by Rebecca J. Donatelle
  “On any given day, countless numbers of us get out of bed and resolve to begin to change a given behavior ‘today.’”

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From Experience Life Magazine, by Catherine Guthrie

“Commercial foods like chicken nuggets, French fries, chips, crackers, cookies and pastries are designed to be virtually irresistible. And, for a lot of reasons most of us don’t fully understand, they are.”

VOCABULARY ENRICHMENT  214

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“In fact, consistent sleep habits are probably important to getting good grades. Why?”

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“The Dream of Nonviolent Reform” (1210L/878 words)  226
From From These Beginnings, Sixth Edition, Volume Two, by Roderick Nash and Gregory Graves

“King’s eloquence dramatized the anguish of black history.”

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From Biology of Humans, Sixth Edition, by Judith Goodenough and Betty McGuire
“Imagine growing new heart cells to repair damage from a heart attack. Think about curing Parkinson’s disease by restoring the dopamine-producing neurons that are lacking in such patients. What about generating insulin-producing cells to cure diabetes? . . . These goals may be possible to achieve by using stem cells—cells that continually divide and retain the ability to develop into many types of cells—to produce the needed type of cell. You might think of stem cells as a repair kit for the body.”

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“WHEN INTERVIEW QUESTIONS TURN ILLEGAL” (1070L/1277 words) 302
From Interviewing for Success, by Arthur H. Bell and Dayle M. Smith
“You’re probably aware that interviewers are not supposed to ask you certain questions. There are five areas of special sensitivity in selection interviewing.”

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By Edward D. Hoch, from Ellery Queen’s Mystery Magazine
“It was seeing a girl toss a penny into the plaza fountain that gave Pete Hopkins the idea.”

VOCABULARY ENRICHMENT 341

“IMMIGRANTS IN TWENTY-FIRST-CENTURY AMERICA” (1300L/693 words) 344
“There are 41 million immigrants and 37.1 million U.S.-born children of immigrants in the United States today. Together, the first and second generations account for one-quarter of the U.S. population.”

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“Human Smuggling and Trafficking” (1330L/1518 words) 352
“The International Labor Organization, an agency of the United Nations, estimates that there are 12.3 million people in forced labor, bonded labor, forced child labor, and sexual servitude throughout the world today.”

“Motivating Yourself” (1010L/1358 words) 381
From Your Attitude Is Showing, Ninth Edition, by Elwood N. Chapman and Sharon Lund O’Neil
“How can you motivate yourself to live close to your potential despite a negative environment?”

“Profile of a Hurricane” (1220L/1291 words) 392
From The Atmosphere: An Introduction to Meteorology, Twelfth Edition, by Frederick Lutgens and Edward Tarbuck
“Places such as islands in the South Pacific and the Caribbean are known for their lack of significant day-to-day variations. . . . It is ironic that these relatively tranquil regions occasionally produce some of the most violent storms on Earth.”

“Gender and Social Institutions” (1230L/1790 words) 400
“Like class, race, and ethnicity, gender shapes just about every part of our lives.”

“Human Smuggling and Trafficking” (1330L/1518 words) 352
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“Jess’s Story: The New Face of Homelessness” (1060L/1229 words)  443
From www.theshawhouse.org, by Rick Tardiff
“The statistics across the country are shocking. National organizations like Homeless Youth Among Us quote well over a million children in the United States are living on the streets or couch surfing on any given day.”

VOCABULARY ENRICHMENT  449

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“Operation D-Minus” (1010L/1290 words)  451
From This American Life, Huffington Post, Houston Chronicle, and AnandTech Forums
“Justin thought it was good luck that brought this great-looking new girl into his life during his last semester of high school.”

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“Eyewitness Testimony” (1260L/1060 words)  462
“As you’ll see, research on remembering, forgetting, and the biology of memory can help us understand eyewitness testimony.”

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“Victim and Shooter Reunion: Debbie Baigrie and Ian Manuel” (1270L/725 words)  478
From Dailymail.com, by Snejana Farberov
“Twenty-six years, three months, and 10 days after Ian Manuel, then a 13-year-old boy shot Debbie Baigrie in the face, the two unlikely friends reunited in Florida for Manuel’s first meal as a free man.”
SELECTION 2 • FEATURE NEWS ARTICLE 481

“STUDENTS TAKE UP RESIDENCE IN RETIREMENT HOMES”
(1260L/491 words) 481
From The Associated Press, February 24, 2017
“For retired art dealer Laura Berick, 81, the gap has been bridged. “Here I came to Judson Manor, where there were young adults. And life sparkled,” Berick said after hosting violinist Tiffany Tieu, 27, for lunch at her apartment inside the historic former luxury high-rise hotel.”

SELECTION 3 • FEATURE NEWS ARTICLE 484

“DARYL DAVIS: A BLACK MAN BEFFRIENDS THE KU KLUX KLAN”
(1190L/1031 words) 484
By Jeffrey Fleishman, Los Angeles Times, December 8, 2016
“It doesn’t often work, but over the decades Davis, like a man on a quixotic pilgrimage, has collected more than two dozen Klan robes from those who have disavowed white supremacy.”

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PREFACE

The twelfth edition of *Breaking Through: College Reading* upholds the philosophy and purpose that undergirded previous editions—to guide students to be independent readers who can understand, digest, and retain the material presented in college-level texts. Like its predecessors, the twelfth edition aims to motivate and equip students to achieve their academic and career goals while building background knowledge. The instructional methods emphasize strategic learning in individual and collaborative contexts. The twelfth edition teaches effective reading techniques; provides extensive practice (within the text and online); provides independent, partner, and group activities; and engages students with reading selections on a variety of topics that are pertinent to the college community.

WHAT’S NEW IN THE TWELFTH EDITION

- **Ten new long reading selections** complement the previous edition’s favorites. Together, the 28 featured readings provide interesting insights into academic disciplines and examples of literary forms. Ten new selections in the areas of criminal justice, health, history, literature, psychology, and science engage readers in the work of these fields. Textbook excerpts, essays, two short stories, and news feature articles represent the various types of writing that college students encounter.

This edition boasts an entirely new **capstone chapter** (Chapter 10 “Surprising Relationships: A Casebook for Applying Reading Skills”) for students to apply the strategies they developed while working through the text. Three selections highlight unusual, surprising relationships and encourage students to identify the characteristics and benefits that made them rewarding. The chapter offers a variety of ways for students to synthesize and present their discoveries. This Chapter 10 casebook follows a successful debut in the eleventh edition, which expanded the casebook of previous editions and integrated it with the rest of the book.

- The twelfth edition also includes newly revised “**Everyday Reading Skills**” sections that close each of the ten chapters. Short and practical, these pieces offer suggestions on handling a variety of common reading tasks such as selecting a book, reading news articles, reading and organizing research materials, and reading editorials, to name a few of the topics discussed.

- Clear, numbered **Learning Objectives** (that tie to bullet points in the Summary Points sections), Collaborative Problem Solving and Extended Writing activities, Vocabulary Lessons, Vocabulary Enrichment, Reader’s Tips, and Everyday Reading Skills remain as popular features in this edition.

- The longer selections in this book—and the activities and apparatus that bookend them—can be found in **MyLab Reading**. This gives students the opportunity to engage with the readings and submit their work to their instructors online. This integration with MyLab Reading also provides instructors with an easier way of grading and tracking their students’ performance.
Lexile levels appear next to longer readings and in the Contents to help instructors guide students appropriately. Like grade-level equivalents, Lexiles reflect mechanical elements, such as word and sentence length, but not necessarily concept difficulty. Other factors like the reader’s interest, background knowledge, and depth of the concepts should contribute to the instructor’s judgment in assigning readings.

ORGANIZATION OF THE TEXT

This twelfth edition of *Breaking Through* features clear Learning Objectives that provide the framework for each chapter. The learning objectives are numbered by chapter and consecutive sections within the chapters. The system provides for the quick location of information and clear association of the learning objectives to the pedagogy material as well as the items in the Summary Points sections of each chapter.

Following the chapter-opening Learning Objectives, each chapter presents instruction and practice exercises, and proceeds with the Summary Points. Following the summary points in nine of the ten chapters, three longer reading selections are included. Each of these longer selections is accompanied by a wealth of practice exercises that help ground the material taught earlier in the chapters. The longer reading selections are embedded within Chapters 1 and 10 and appear at the ends of Chapters 2, 3, 5, 6, 7, 8, and 9. Chapter 4 is devoted entirely to vocabulary development and does not contain longer selections. The capstone Chapter 10 centers on three related reading selections. Every chapter ends with a Vocabulary Lesson and Everyday Reading Skills feature.

The twelfth edition of *Breaking Through* is constructed to address students’ pressing needs at the beginning of their college experience. Chapter 1, “Successful Reading,” contains three critical areas that are fundamental to successful college reading: student success, comprehension test taking, and reading efficiency. Because many colleges now offer student success courses, the material on this topic is streamlined. The coverage of test taking and reading efficiency in Chapter 1 includes fewer exercises, but additional practice appears in Appendix 5, “Test-Taking Preparation and Practice,” and Appendix 6, “Practice for Reading Efficiency.” Foundational material continues in Chapter 2, “Stages of Reading,” and Chapter 3, “Textbook Learning.” In Chapter 3, students are referred to Appendix 1, “Sample Textbook Chapter,” for expanded practice in a complete college textbook chapter. Chapter 4, “Vocabulary,” focuses on vocabulary strategies, such as context clues and word structure. The chapter also includes practice on dictionary, thesaurus, and glossary use; exercises on analogies; and spelling often confused words.

Chapter 5, “Topic, Main Idea, and Supporting Details,” develops recognition of these key text elements through textbook excerpts. Because these aspects of prose are inherently intertwined, Chapter 6, “Supporting Details and Organizational Patterns,” extends the work in Chapter 5 and emphasizes supporting details and their relationship to the organizational pattern.

Chapter 7, “Inference,” progresses to the next level of reading and thinking with a concentration on inferences and the importance of considering clues, such as the details provided, the language used, and the reader’s schemata. Chapter 8, “Analytical Reasoning,” brings students to the analysis level, with attention focused on problem solving, analytical reasoning, and interpreting graphic illustrations. Chapter 9, “Critical Reading,” challenges students to read critically
by recognizing the author’s purpose, point of view, tone, and use of facts and opinions, and recognizing logical fallacies.

Chapter 10, “Surprising Relationships: A Casebook for Applying Reading Skills,” is designed as a capstone experience in which students put all of their reading skills to work with a themed collection of readings. The readings explore the characteristics and benefits of three very different and unusual relationships, and consider the behaviors that encourage and nurture them. Students are challenged to analyze these stories and to synthesize their conclusions in a final assignment. The chapter includes a variety of suggested products that will reflect students’ thinking.

Six useful appendixes provide extension, specific support, and additional practice. They include a full communications textbook chapter, spelling rules, help with figurative language especially directed to ESL students, and extra practice on test taking and reading efficiency.

MYLAB READING™

BREAK THROUGH to Improving Results

Part of the world’s leading collection of online homework, tutorial, and assessment products, Pearson MyLab Reading is designed with a single purpose in mind: to improve the results of all higher education students, one student at a time. Used by more than 11 million students annually, Pearson MyLab programs deliver consistent, measurable gains in student learning outcomes, retention, and subsequent course success.

MyLab Reading is designed to reach students in a personal way. Data-driven guidance helps students better absorb course material and understand difficult concepts. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them develop their reading skills and promotes transference of those skills to college-level work.

Pearson also provides Learning Management System (LMS) integration services so you can easily access MyLab Reading from Blackboard Learn, Brightspace by DL2, Canvas, or Moodle. From a single course section to delivery across an entire institution, we offer the integration, support, and training you need.

Learn more about MyLab Reading
http://www.pearsonmylabandmastering.com/northamerica/

SUPPLEMENTS

Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you not only to choose course materials but also to integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of the twelfth edition of Breaking Through: College Reading. Several of these supplements are available to download instantly from the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.
• **TEST BANK** Evaluate learning at every level. Reviewed for clarity and accuracy, the Test Bank measures this material’s learning objectives with multiple-choice, true-false, fill-in-the-blank, short-answer, and essay questions. You can easily customize the assessment to work in any major learning management system and to match what is covered in your course. Word, Blackboard, and WebCT versions are available on the IRC, and Respondus versions are available on request from www.respondus.com.

• **PEARSON MYTEST** This powerful assessment generation program includes all of the questions in the Test Bank. Quizzes and exams can be easily authored and saved online, and then printed for classroom use, giving you ultimate flexibility to manage assessments anytime and anywhere. To learn more, visit www.pearsonhighered.com/mytest.

• **INSTRUCTOR’S RESOURCE MANUAL** Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor’s Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or outside class; research activities; participation activities; and suggested readings, series, and films. Available on the IRC.

• **POWERPOINT PRESENTATION** Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline, and photos and figures from the textbook and Revel edition. Available on the IRC.

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_Brenda D. Smith_  
_LeeAnn Morris_