# SPECIAL FEATURES IN *BRIDGING THE GAP*, THIRTEENTH EDITION

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Progress Chart for Reading Selections (inside back cover)
Educators’ knowledge of the learning process forms the foundation for curriculum and practice. Although instructors might not articulate their philosophy, classroom observers would see it in the resources, activities, policies, and daily routines that encompass the educational experience. Likewise, textbooks reflect but don’t necessarily state authors’ pedagogical principles. Musing on this notion, a conference speaker recently commented that textbooks rarely, if ever, contain an explanation of their undergirding philosophy. He went on to say that their authors may not even be guided by any particular theory or research but only by their personal experience and beliefs about how people learn. In its very title, though, *Bridging the Gap*, Thirteenth Edition, is suggesting the principles that guided the first edition, this thirteenth edition, and every edition between them. Bridging—making connections—is the focus of this text.

The structure, materials, and activities throughout this book rest on the constructivist view that learning works best when connections are made between new ideas and what the learner already knows. *Bridging the Gap* challenges students to build on their previous reading experiences to develop strategies for the independence and challenge of college reading and learning. The longer selections, as well as the shorter textbook excerpts, also build necessary schemata to absorb new concepts in criminal justice, health, history, philosophy, psychology, science, teacher education, technology, and other academic disciplines. Likewise, background exercises accompany longer reading selections to link academic topics to current events and place academic ideas in the context of the real world. Writing activities recognize the implicit connection between writing and reading. Perhaps more important than ever is the bridge to a career, job advancement, and a satisfying quality of life—the goal that most college students are seeking. Instructors will recognize the theories of Jerome Bruner and Lev Vygotsky in the structure of this textbook, but providing bridges to effective reading strategies, new knowledge, the real world, careers, and college success is at the heart of *Bridging the Gap*.

**NEW TO THE THIRTEENTH EDITION**

The thirteenth edition of *Bridging the Gap* holds true to the long tradition of solid instruction supported with fresh, new readings and features to connect with students.

- **Eight brand new, major reading selections and completely new accompanying practice exercises. In addition, new versions of five popular readings from the twelfth edition have been included.**

The new and updated readings provide high-interest topics that enrich and support the practice skills taught throughout the book. Students will relate to selections about battling procrastination, conserving earth’s resources, managing stress
in college, technology addiction, success as an entrepreneur, managing interpersonal conflict, ancient native cultures of North America, as well as a short story about an adventurous young man with autism, and selections focusing on climate change, teacher education, and global religious practices.

- **New, short excerpts** that serve as examples and practice exercises focus on sports, teacher education, and other engaging, high-interest topics to freshen the practice exercises.
- **Strong emphasis on critical thinking.** Based on the urging of the reviewers, this edition retains two features from the twelfth edition of *Bridging the Gap* that focus on critical thinking. An updated collection of themed readings concludes Chapter 10: Critical Thinking. The introduction and readings in the collection explore the interwoven threads of technology, crime, and ethics, and challenge students to analyze, synthesize, and respond. In addition, **Think Critically About the Selection** follows each of the 28 long reading selections to encourage extended thinking about topics that are raised in the readings. In some cases, this feature connects with the **Write About the Selection** feature that also follows each reading.
- **Two new Concept Preps** appear in this thirteenth edition. Concept Prep for Science and Concept Prep for Criminal Justice offer useful information on these disciplines and provide important background knowledge.
- **New “Career Facts” boxes** are included within each of the Concept Preps in the book. These boxes include important information about careers, salaries, and job prospects for each of the disciplines covered.
- **Build Background Knowledge Using the Internet** is a revised feature that accompanies each of the longer readings in the text and gets students doing their own research on the Internet in order to develop background knowledge and enrich understanding.
- **Discussion, Exploration, and Everyday Life** is a new feature placed after each of the longer reading selections. These collaborative exercises offer students yet another way to relate to the readings by encouraging them to work with topics covered and explore how those topics relate to their everyday lives.

**CONTENT AND ORGANIZATION**

The thirteenth edition continues another tradition of previous editions by using actual college textbook material for instruction and practice. Designed for an upper-level course in college reading, each chapter introduces a new strategy, provides short practice exercises to teach it, and then offers practice through longer textbook selections.

Following the major restructuring in the twelfth edition, this thirteenth edition of *Bridging the Gap* begins with subjects that are critical to college reading success and then moves from lower to higher levels of Bloom’s Taxonomy to present students with gradually more challenging and sophisticated reading skills. Initial chapters discuss active academic learning, reading efficiency, and comprehension test-taking skills (Chapter 1), strategic reading and study (Chapter 2), organizing textbook material for study (Chapter 3), vocabulary (Chapter 4), main ideas and...
supporting details (Chapter 5), and patterns of organization (Chapter 6). Later chapters teach inference (Chapter 7), point of view (Chapter 8), graphic illustrations (Chapter 9), and critical thinking (Chapter 10). The reading and study strategies discussions that appear early in the book stress the need to construct the main idea of a passage and to select significant supporting details. Exercises throughout the text reinforce and encourage “engaged thinking” with specific strategies to use before, during, and after reading. Annotating during reading and three different methods of organizing textbook notes for later study are explained and then reinforced in the remaining chapters. The critical thinking chapter brings all of the reading skills to bear on the essential ability to analyze and evaluate reading material.

FEATURES

- Actual textbook selections are used for practice exercises.
- Many academic disciplines are represented throughout, including psychology, history, communications, business, health, criminal justice, philosophy/religion, science, teacher education, and literature; the latter includes the essay, short story, poetry, and narrative forms, and persuasive and expository nonfiction forms.
- Vocabulary is presented in context; vocabulary exercises follow each of the longer textbook reading selections. In addition to the end-of-chapter Vocabulary Booster lessons, a broad range of vocabulary development topics and corresponding exercises are presented in Chapter 4.
- Reader’s Tip boxes give easy-to-access advice for readers, condensing strategies for improving reading into practical hints for quick reference.
- Each longer textbook reading selection has both explicit and inferential questions. Multiple-choice items are labeled as main idea, inference, detail, or author’s purpose questions.
- Although skills build and overlap, each chapter can be taught as a separate unit to fit individual class or student needs.
- Practice is offered on identifying fallacies and recognizing and avoiding barriers to critical thinking in the chapter on critical thinking (Chapter 10).
- The capstone chapter on critical thinking challenges students to analyze, evaluate, and respond to a variety of themed readings on the intersection of criminal justice, technology, and ethics.

Additional features include:

- A list of Learning Objectives introduces each chapter and provides clear direction and purpose for reading. The objectives then appear next to the related content, and they are summarized at the end of the skills portion of each chapter in the Summary Points section.
- Brain Boosters add brief, well-researched conclusions from neuroscientific research. They offer insights about how human brains learn and how to make the most of the brain’s power.
- In Concept Preps, key concepts in a variety of academic disciplines are matched with the subjects in many of the longer reading selections. These selected concepts, reflecting common knowledge that lies at the core of each academic
discipline, are also an important part of the shared cultural heritage of educated thinkers. Career-related information specific to the discipline is also included. The purpose of this innovative feature is to develop schematic and prior knowledge for students’ later academic success. For example, the Concept Preps for Psychology discuss people and ideas at the heart of every introductory psychology course, including Sigmund Freud’s and Carl Jung’s theories, Ivan Pavlov’s discovery of, and experiments with, classical conditioning, and B. F. Skinner’s behaviorism.

• Establish a Purpose for Reading preview activities connect text-to-self by asking students to recall prior knowledge and experiences, to make predictions, and to establish a purpose for reading.
• Build Background Knowledge Using the Internet challenges students to prepare for reading the longer selections by searching for pertinent information online and briefly recording their findings.
• Think Critically About the Reading challenges readers to extend and deepen their thinking about ideas that are raised in the long reading selections.
• Write About the Selection questions encourage text-to-self and text-to-world connections by asking students to make a personal link to the textbook selection or a link to larger global issues.
• Discussion, Exploration, and Everyday Life collaborative exercises encourage students to extend their thinking about topics within the longer reading selections and to connect them with their own experience.
• Vocabulary Booster activities at the end of each chapter focus on linking and learning words through word parts or word families. The lessons can be assigned weekly, and student progress can be measured using the assessment quizzes in the Instructor’s Manual. In addition, the thirteenth edition includes more than 160 vocabulary words in context after the longer reading selections.
• Many new photos have been carefully chosen to amplify the exposition.
• A Progress Chart is located on the inside back cover of the book so that students can record their progress in understanding the longer reading selections.

THE TEACHING AND LEARNING PACKAGE

Reach every student by pairing this text with MyLab Reading

MyLab™ is the teaching and learning platform that empowers you to reach every student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter your developmental reading course with varying skill levels, MyLab can help you identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at www.pearson.com/mylab/reading.

• Deliver trusted content: You deserve teaching materials that meet your own high standards for your course. That’s why we partner with highly respected authors to develop interactive content and course-specific resources that you can trust—and that keep your students engaged.
• **Empower each learner:** Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need—when and where they need it—to be successful.

• **A Personalized Learning Experience.** MyLab Reading diagnoses students’ strengths and weaknesses to provide targeted practice and multimodal activities to help them improve over time.

• MyLab Reading uses **The Lexile® Framework for Reading** to diagnose a student’s reading ability. After an initial Locator Test, students receive readings and practice at their estimated reading level. Throughout the course, periodic diagnostic tests incrementally adjust their level with increasing precision.

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• **Improve student results:** When you teach with MyLab, student performance often improves. That’s why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.

**Text-Specific Ancillaries**

• **Annotated Instructor’s Edition.** This is an exact replica of the student edition but includes all answers printed directly on the fill-in lines that are provided in the text. The Annotated Instructor’s Edition now includes Lexiles for each of the longer reading selections.

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• **Instructor’s Manual.** This manual contains Vocabulary-in-context exercises to reinforce the words in the longer textbook selections. In addition, it includes four appendixes that further support student reading skills: 1. Making Sense of Figurative Language and Idioms for Native & Non-Native English Speakers; 2. Practice for Reading Efficiency; 3. Test-Taking Preparation; and 4. The Reading Workshop: Topics and Formats for Book Discussions. Available for download.

• **Test Bank.** This supplement contains additional vocabulary and comprehension questions for each reading selection. The true-false, vocabulary, and comprehension quizzes can be used as pre-reading quizzes to stimulate interest or as evaluation quizzes after reading. Available for download.

• **MyTest.** This electronic test bank includes chapter tests and vocabulary tests in a Web-based format.

• **Power Point Presentations.** Classroom presentations for each chapter. Available for download.

• **Answer Key.** The Answer Key contains the solutions to the exercises in the student edition of the text. Available for download.
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