



Reading for Thinking

By Laraine E. Flemming

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Incorporating a wealth of practice exercises and high-interest readings, **READING FOR THINKING** focuses on improving reading skills at the "micro-level" and moving on to the "macro-level." Over half of the book is devoted to evaluating, drawing inferences, and identifying tone, bias, and purpose. The Seventh Edition continues to focus on developing students' comprehension and critical-thinking skills. Flemming uses a carefully designed sequence of explanations and exercises that allows students to approach critical reading as a natural extension of essential comprehension skills, rather than a discrete set of new strategies. Armed with the ability to both analyze and evaluate a writer's work, students apply those twin intellectual tools to Flemming's trademark high-interest readings to determine purpose, analyze evidence, detect bias, recognize tone, and compare opposing points of view. Vocabulary quizzes have been added to each chapter.

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Reading for Thinking By Laraine E. Flemming Bibliography

- Sales Rank: #1049175 in Books
- Published on: 2011-01-06
- Original language: English
- Number of items: 1
- Dimensions: 1.20" h x 7.30" w x 9.10" l, 2.20 pounds
- Binding: Paperback
- 704 pages

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Editorial Review

Review

"This really is a how-to book for teaching critical thinking."

"The skills/concepts taught meet our course objectives, the exercises are interspersed throughout the text (the skill is not taught in isolation), the readings are interesting, and the online exercises are engaging to my students."

"This text fits our objectives and has interesting readings in this edition most importantly, it has materials and exercises for our adjuncts who comprise the majority of our reading faculty."

From the Author

This edition of *Reading for Thinking*, the most advanced book in my three-book series, still starts with a review of comprehension skills such as identifying main ideas, locating supporting details, and recognizing organizational patterns in paragraphs. But now there is an earlier and stronger emphasis on the role the reader plays in understanding and evaluating new information presented in print. This emphasis is especially apparent in revised and expanded discussions of paraphrasing, summarizing, and synthesizing, all of which pave the way for later chapters on recognizing bias, identifying tone, and analyzing arguments. Grounded in a carefully ordered sequence of concepts and skills, the chapters in *Reading for Thinking* present critical reading as a natural extension of comprehension, rather than a new set of different and more complicated skills.

More than ever before, I think this edition of *Reading for Thinking* shows students how comprehension and critical reading can join hands to create both in-depth understanding and long-term remembering. My hope, of course, is that instructors and students will share my point of view.

About the Author

After receiving her B.S. at Southern Connecticut State University, where she was certified as a teacher of secondary reading, Laraine Flemming went on to earn an M.A. in English literature at Boston College and a Ph.D. in American literature at the State University of New York in Buffalo. During her career, Flemming has taught students from elementary to graduate school covering subjects as varied as reading and writing, American literature, time management, speed reading, and study skills. She began writing textbooks while working as Director of the Reading and Writing Center at Dean Junior College. In need of a reading textbook that had lots of exercises combined with genuinely thought-provoking readings, Flemming decided to write her own. You can contact Laraine Flemming by emailing her at laflemm@comcast.net or by visiting her website at www.laflemm.com.

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