The Language Arts and Literature series brings rigorous instruction and engaging reading passages to your classroom. Three courses build on students’ knowledge, developing a strong appreciation for literature in an appropriate context.

Each course is set up to focus on one literary theme at a time to help students focus. Covering critical language arts concepts in an appropriate academic context, these books help students master standards-based skills. All three courses include unadapted literary selections that illustrate important literary genres like poetry, drama, short stories, and more, while emphasizing nonfiction works along with fiction.

**Designed for struggling students**

Our textbooks provide an alternative to basal textbooks when students require extra help. Students with different learning styles, those who are learning English, and those who struggle with reading benefit from rigorous content presented in engaging and supportive lessons.

Each Alternative textbook features accessible text, full color pictures and illustrations, point-of-reference vocabulary support, and reinforcing exercises that often draw on the student’s own experiences. Clearly defined lesson and chapter goals help students focus on key objectives. A range of supporting materials and activities offer ways to extend learning beyond the classroom.

**Resources for teachers**

Teacher materials for every textbook give educators helpful notes and suggestions for projects and activities. The Teacher’s Edition textbook includes the entire Student Edition in a wraparound format and information for adapting lessons to different learning styles along with help in diagnosing common problems that students may experience with lessons.

Additional resources are found in the convenient Teacher’s Resource Library (TRL). This CD-ROM includes hundreds of activities and exercises that reinforce and develop chapter content. Skill Track, a computer-based classroom management tool, helps document and track student progress.

**New technology resources for the classroom**

Two additional content delivery options assist students who benefit from audio support when reading. The Digital Student Edition presents the complete Student Edition in a convenient online format. Text-to-speech technology allows students to have unfamiliar words modeled for them, or to select entire passages to be read aloud while they follow along with synchronized highlighting of the onscreen text.

Students can hear literary passages using the Playaway® digital audio device. These self-contained, non-rewritable audio players, offered in place of an audio CD, are compact and convenient to use.

**Research-based instructional design**

Detailed research informs the instructional design of all our textbooks. To learn more about the scientific basis for our books, please contact your sales representative by calling 800-992-0244 or visit our website at www.pearsonschool.com/supplemental612
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How to Use this Book

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Student Edition Highlights

Each literature selection begins with Before Reading the Selection. Students learn about the author, selection, and relevant literary terms.

Language arts skills activities (reading, writing, and vocabulary) appear before students begin reading.

Literary terms are boldfaced and then defined in the margin. A full list of literary terms and definitions also appears in the Handbook of Literary Terms at the back of the Student Text.

Selection vocabulary terms are boldfaced and defined at the bottom of each page. Terms also appear in the glossary at the back of the Student Text.

High-interest art enhances the literature and focuses on viewing skills.

The literature selections feature Reading Strategies and reader response notes in the margins to assist students and to provide critical thinking.

Objectives
- To read and understand a narrative essay
- To analyze mood in a narrative essay
- To separate important from unimportant details

Objectives at the beginning of each selection identify learner outcomes.
Each selection ends with After Reading the Selection.

Students and teachers can check for skill mastery. Multiple-choice and critical-thinking items are included.

Students can sharpen their language arts skills with grammar, vocabulary, writing, speaking, listening, viewing, media and research, technology and research, and technology related to the selection.

Each unit ends with a Spelling Workshop and a Writing Workshop to reinforce skills taught during the unit.

Unit Summaries at the end of each unit highlight main ideas for students as a follow-up to the reading.

Unit Reviews allow students and teachers to check for skill mastery. These cover the Objectives at the beginning of each selection.

Test-Taking Tips at the end of each Unit Review help reduce test anxiety and improve test scores.
Teacher’s Edition Highlights

Unit 1 Planning Guide

Fiction and Nonfiction

PAR 1

Story by Cynthia Rylant

PAR 2

The Dinner in the Movies by Gary Schmidt

PAR 3

Comparing Literary Works: How to Talk to Your Cat by

PAR 4

My Nose, Mark Twain by Larry Sommer

Nonfiction by Julie Alvarez

PAR 5

Reading Informational Materials: Atlas

PAR 6

Comparing Literary Works: The Lapwing Poet by Lynn Krum

Writing Workshop: Daily Cursive Words, Unit Review

Week 1

Unit Activities

Assessment Options

Modified Activities

The Unit Planning Guide saves valuable preparation time by organizing all materials for each unit.

A complete listing of selections allows you to preview each unit quickly.

Assessment options are highlighted for easy reference. Options include:
- Selection Quizzes
- Unit Mastery Tests, Forms A and B
- Midterm and Final Tests

Page numbers of Student Text and Teacher’s Edition features help customize lesson plans to your students.

Many teaching strategies and learning styles are listed to help include students with diverse needs.

Selection readabilities using Fry and Lexile calculations are listed for all selections except poetry and drama.

Skill Track Online

Language Arts and Literature, Course 1, provides a variety of original, unidentified selections. As a result, the reading level of these selections varies across the textbook. Support Features such as contextual background, vocabulary help, and note guides are included in the student text and this Teacher’s Edition to help guide students through difficulties as they read. For skill practice or enrichment, follow student progress with Fry and Lexile readability calculations. Use this list to gauge the level of support you may need to provide to your students for each selection.

Selection Readabilities

Lexile

Fry

“Three Fates” by Rykki Leake (940)
“Last Chance Avenue” by Dona L. C. Driscoll, Leake (910)
“My Papa, Mark Twain” by James D. Y. Leake (910)
“Bernard Berenson” by G. B. Leake (1000)
“Tales of the Sioux” by T. S. Leake (970)
Selection at a Glance

Zitkáte the Goat

Author: Barbara Stuber

Overview: A brief historical background is given about Zitkáte the Goat and its significance in Native American history.

Selection Focus: The story of Zitkáte the Goat is told, highlighting the cultural and historical significance of the Native American tribe.

Objectives: Students will:
- Identify and analyze the cultural and historical significance of the Native American tribe.
- Develop an understanding of the importance of storytelling in Native American culture.

Teaching Resource Library:
- Vocabulary Word Wall
- Language Arts Skills
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9
- Activity 10

Before Reading the Selection

Warm-Up Activity

About the Author: Barbara Stuber is a Native American author who has written several books on Native American culture. She is known for her ability to bring Native American stories to life in a way that is both educational and engaging for readers of all ages.

About the Selection: The story of Zitkáte the Goat is a Native American folktale that teaches important life lessons and values. The story is told in a way that is both entertaining and educational, making it an excellent choice for use in the classroom.

Library Terms: This lesson plan is designed to help students learn about Native American culture and history. Students will learn about the cultural and historical significance of the Native American tribe and the importance of storytelling in Native American culture.

Reading on Your Own: This lesson plan includes a discussion of the cultural and historical significance of the Native American tribe. Students will be asked to read the story of Zitkáte the Goat and answer questions about the story and its significance.

Vocabulary Focus: This lesson plan includes a focus on Native American vocabulary. Students will be asked to identify and explain the meanings of Native American words that are used in the story of Zitkáte the Goat.

Before You Read: This lesson plan includes a discussion of the cultural and historical significance of the Native American tribe. Students will be asked to read the story of Zitkáte the Goat and answer questions about the story and its significance.

Think About the Selection: This lesson plan includes a discussion of the cultural and historical significance of the Native American tribe. Students will be asked to read the story of Zitkáte the Goat and answer questions about the story and its significance.

Selections:

- Page references are provided for convenience.
- Selection overviews, summaries, and objectives are listed for easy reference.
- Easy-to-follow lesson plans in three steps save time: Warm-Up Activity, Teaching the Selection, and Reinforce and Extend.
- Community, Home, and Diversity features help students relate literature to the world outside the classroom. Applications motivate students and make learning relevant. Writing in the Workplace activities connect writing skills to on-the-job tasks.
- Language arts features reinforce skills with activities and exercises related to the selection.
- Relevant Web sites are listed in Online Connections.

Learning Styles provide teaching strategies to help meet the needs of students with diverse ways of learning. Modalities include Auditory/Verbal, Visual/Spatial, Body/Kinesthetic, Logical/Mathematical, and Interpersonal/Group Learning. Additional teaching activities are provided for ELL students.

Answers are provided in the Teacher’s Edition for all discussion and review questions in the Student Text. Answers to the Teacher’s Resource Library are provided at the back of the Teacher’s Edition and on the TRL CD-ROM.

Workbook and Activity pages from the Teacher’s Resource Library are shown at point of use in reduced form.
Mowgli’s Brothers

Now Chil the Kite brings home the night
That Mang the Bat sets free—
The herds are shut in byre and hut
For loosed till dawn are we.
This is the hour of pride and power,
Talon and tush and claw.
Oh hear the call!—Good hunting all
That keep the Jungle Law!
—Night-Song in the Jungle

It was seven o’clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day’s rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling,

**kite** a bird of the hawk family  
**byre** a cow barn  
**tush** a tusk  
**talon** a bird’s claw

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squealing cubs, and the moon shone into the mouth of the
cave where they all lived. “Augrh!” said Father Wolf, “it is
time to hunt again”; and he was going to spring downhill
when a little shadow with a bushy tail crossed the threshold
and whined: “Good luck go with you, O Chief of the Wolves;
and good luck and strong white teeth go with the noble
children, that they may never forget the hungry in this world.”

It was the jackal—Tabaqui the Dishlicker—and the wolves
of India despise Tabaqui because he runs about making
mischief, and telling tales, and eating rags and pieces of leather
from the village rubbish-heaps. But they are afraid of him too,
because Tabaqui, more than anyone else in the jungle, is apt to
go mad, and then he forgets that he was ever afraid of anyone,
and runs through the forest biting everything in his way. Even
the tiger runs and hides when little Tabaqui goes mad, for
madness is the most disgraceful thing that can overtake a wild
creature. We call it hydrophobia, but they call it dewanee—the
madness—and run.

“Enter, then, and look,” said Father Wolf, stiffly; “but there
is no food here.”

“For a wolf, no,” said Tabaqui; “but for so mean a person
as myself a dry bone is a good feast. Who are we, the Gidur
log [the jackal-people], to pick and choose?” He scuttled to the
back of the cave, where he found the bone of a buck with some
meat on it, and sat cracking the end merrily.

“All thanks for this good meal,” he said, licking his
lips. “How beautiful are the noble children! How large are
their eyes! And so young too! Indeed, indeed, I might have
remembered that the children of Kings are men from the
beginning.”

Now, Tabaqui knew as well as anyone else that there
is nothing so unlucky as to compliment children to their
faces; and it pleases him to see Mother and Father Wolf look
uncomfortable.

As you read, think about what parts of the story show
that it is a fantasy.

Hydrophobia is the
disease we call
rabies.

threshold an opening
despise to hate
apt likely to

Themes in Folk Literature Part 1 Unit 6 437
That one word—home—it terrified her. Had she really bound herself to live, inescapably, in this town called Gopher Prairie? And this thick man beside her, who dared to define her future, he was a stranger! She turned in her seat, stared at him. Who was he? Why was he sitting with her? He wasn’t of her kind! His neck was heavy; his speech was heavy; he was twelve or thirteen years older than she; and about him was none of the magic of shared adventures and eagerness. She could not believe that she had ever slept in his arms. That was one of the dreams which you had but did not officially admit.

She told herself how good he was, how dependable and understanding. She touched his ear, smoothed the plane of his solid jaw, and, turning away again, concentrated upon liking his town. It wouldn’t be like these barren settlements. It couldn’t be! Why, it had three thousand population.
That was a great many people. There would be six hundred houses or more. And—— The lakes near it would be so lovely. She'd seen them in the photographs. They had looked charming... hadn't they?

As the train left Wahkeenyan she began nervously to watch for the—lakes—the entrance to all her future life. But when she discovered them, to the left of the track, her only impression of them was that they resembled the photographs.

A mile from Gopher Prairie the track mounts a curving low ridge, and she could see the town as a whole. With a passionate jerk she pushed up the window, looked out, the arched fingers of her left hand trembling on the sill, her right hand at her breast.

And she saw that Gopher Prairie was merely an enlargement of all the hamlets which they had been passing. Only to the eyes of a Kennicott was it exceptional. The huddled low wooden houses broke the plains scarcely more than would a hazel thicket. The fields swept up to it, past it. It was unprotected and unprotecting; there was no dignity in it nor any hope of greatness. Only the tall red grain-elevator and a few tinny church-steeples rose from the mass. It was a frontier camp. It was not a place to live in, not possibly, not conceivably.

The people—they'd be as drab as their houses, as flat as their fields. She couldn't stay here. She would have to wrench loose from this man, and flee.

She peeped at him. She was at once helpless before his mature fixity, and touched by his excitement as he sent his magazine skittering along the aisle, stooped for their bags, came up with flushed face, and gloated, "Here we are!"

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**exceptional** unusual  
**conceivably** understandably  
**scarcely** hardly  
**skittering** skipping lightly  
**fixity** steadiness  
**gloated** observed with glee

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_Fiction and Nonfiction Part 2 Unit 1_ 75
One day when it was so cold that I was afraid to open my mouth, lest I should freeze my tongue, I took my little dog named Grizzle and cut out for Salt River Bay to kill something for dinner. I got a good way from home afore I knewed where I was, and as I had swetted some before I left the house my hat froze fast to my head, and I like to have put my neck out of joint in trying to pull it off. When I sneezed the icicles crackled all up and down the inside of my nose, like when you walk over a bog in winter time. The varmints was so scarce that I couldn’t find one, and so when I come to an old log hut that had belonged to some squatter that had ben reformed out by the nabors, I stood my rifle up agin one of the door posts and went in. I kindled up a little fire and told Grizzle I was going to take a nap. I piled up a heap of chestnut burs for a pillow and straitened myself out on the ground, for I can curl closer than a rattlesnake and lay straiter than a log. I laid with the back of my head agin the hearth, and my eyes looking up chimney so that I could see when it was noon by the sun, for Mrs. Crockett was always rantankerous when I staid out over the time. I got to sleep before Grizzle had

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varmints creatures such as rats or mice
squatter a person living in a building that the person does not own or rent
kindled built a fire

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As you read, notice the exaggeration. Here, Crockett says his tongue would freeze if he simply opened his mouth.

Rantankerous means bad-tempered. Mrs. Crockett becomes upset with Davy when he comes home too late.
done warming the end of his nose, and I had swallowed so much cold wind that it laid hard on my stomach, and as I laid gulping and belching the wind went out of me and roared up chimney like a young whirlwind. So I had a pesky dream, and kinder thought, till I waked up, that I was floating down the Massassippy in a holler tree, and I hadn’t room to stir my legs and arms no more than they were withed together with young saplings. While I was there and want able to help myself a feller called Oak Wing that lived about twenty miles off, and that I had give a most almighty licking once, cum and looked in with his blind eye that I had **gouged** out five years before, and I saw him looking in one end of the hollow log, and he axed me if I wanted to get out. I told him to tie a rope to one of my legs and draw me out as soon as God would let him and as much sooner as he was a mind to. But he said he wouldn’t do it that way, he would ram me out with a pole. So he took a long pole and rammed it down again my head as if he was ramming home the cartridge in a cannon. This didn’t make me budge an inch, but it pounded my head down in between my shoulders till I look’d like a turtle with his head drawn in. This started my temper a trifle, and I ript and swore till the breath boiled out of the end of the log like the steam out of the funnel pipe of a steamboat. Jest then I woke up, and seed my wife pulling my leg, for it was enemost sundown and she had cum arter me. There was a long icicle hanging to her nose, and when she tried to kiss me, she run it right into my eye. I told her my dreem, and sed I would have revenge on Oak Wing for pounding my head. She said it was all a dreem and that Oak was not to blame; but I had a very different idee of the matter. So I went and talked to him, and told him what he had done to me in a dreem, and it was settled that he should make me an apology in his next dreem, and that wood make us square, for I don’t like to be run upon when I’m asleep, any more than I do when I’m awake.

**gouged** dug out  **trifle** a small amount

*Reading Strategy*  
**Summarizing**  
What happens in Davy Crockett’s dream?

**Make us square** means make us even.

The Massassippy is Davy’s name for the Mississippi River. Mississippi is an Indian word meaning big river.

Here, Crockett is saying “I did not have room to move my legs and arms any more than I could have had they been tied up.”

Cartridge is dialect for cartridge or bullets.

Themes in American Stories  Part 1  Unit 6  535
Digital resources for students

Sometimes learning styles or individual student requirements make it logical to work in a digital environment. Alternative textbooks give you the option of having the entire Student Edition textbook in a digital format.

The Digital Student Edition offers all of the benefits of the regular print textbook, and provides:

- The entire text of the student edition read clearly for students who learn better with an audio component
- A text-to-speech function that allows students to access help with difficult words or passages
- On-screen tracking that helps students follow the text for reading enrichment while listening to content
- An on-screen “sticky note” feature, so students can make notes on the text to save for future reference
- Highlighting options to give students the choice of following along with synchronized highlighting as the text is read
- Adjustable font size, permitting students to change the text appearance to best meet their reading needs
Check progress with Skill Track programs

A new version of Skill Track makes it even easier to monitor students’ progress as they learn new topics. Filled with robust capabilities, the new program offers a range of classroom management tools to help with ongoing assessment and reporting.

You can create quizzes and tests using item banks of content drawn directly from the textbook. Skill Track software also gives you self-authoring tools to compose exams that cover just the topics you want to include.

Detailed information management and reporting

Skill Track includes a full suite of tools to help you organize and report student information. Detailed reporting options allow you to examine results for just one student, or an entire class or grade level. These functions help you see the whole picture of students’ understanding of key topics, so you can make informed decisions about continuing instruction.

Wide-ranging utility from a popular platform

Like classroom management software from other Pearson programs, the new edition of Skill Track is powered by the well known ExamView® Assessment Suite. As a result, you can coordinate management and reporting functions from all of your Pearson software to create an even, in-depth look at your student population.

ExamView® Assessment Suite is a registered trademark of FSCreations.
Activities and more on a convenient CD-ROM

Reinforce and extend textbook lessons with hundreds of worksheets and activities suited to varied learning styles. Each reproducible resource found in the Teacher’s Resource Library (TRL) corresponds directly to a lesson from the textbook. Activities are designed to help you:

◆ Provide extra practice in the form of worksheets
◆ Assign activities that reinforce key skills
◆ Support struggling readers with activity sheets written at an accessible reading level
◆ Extend learning with resources that tie classroom work to experiences with which students can relate
◆ Assess students’ mastery of key concepts with preformatted quizzes and tests

Answer keys for all activities are also provided on the TRL.
Features for ELL/ESL students

Our textbooks offer a variety of features designed to promote academic vocabulary for students learning English. In addition to the accessible reading level of the text, students can learn from background building activities, structured vocabulary, plenty of skill reinforcement, and frequent assessment to track progress.

Plus, Teacher’s Edition books give educators explicit teaching strategies to use with ELL/ESL students. Short, content-specific lessons can easily be tailored to the needs of an individual classroom or group of students. A range of ELL-focused activities are also included within the Learning Styles section that accompanies each lesson in the Teacher’s Edition.

Support for Students Learning English

Increasing numbers of students learning English are among the students in more and more classrooms. The purpose of the ELL/ESL Strategy in this Teacher’s Edition is to incorporate the language and content needs of English Language Learners in a regular and explicit manner.

ELL/ESL Strategy activities promote English language acquisition in the context of content area learning. Students should not be separated or isolated for these activities and interaction with English-speaking peers is always encouraged.

The ELL/ESL Strategy helps the teacher scaffold the content and presentations in relation to students’ language and skill proficiency. Each activity suggests how to adjust the presentation of content to meet the varying needs of diverse learners, including students learning English. Scaffolding refers to structuring the introduction of vocabulary, concepts, and skills by providing additional supports or modifications based on students’ needs. Ideally, these supports become less necessary as students’ language proficiency increases and their knowledge and skill level becomes more developed.

Each activity includes a language objective and strategy related to listening, speaking, reading, or writing. The language objective and activity relate to one or more content objectives listed in the Teacher’s Edition under Select an at a Glance. Some examples of language objectives include: reading for meaning, understanding different styles or purposes of writing, identifying and practicing common grammar structures, learning vocabulary specific to the content area, preparing and giving a group presentation, speaking in front of a group, or discussing an assigned topic as a small group.

Strategies That Support English Learners

- Identify and build on prior knowledge or experience, start with what’s familiar and elaborate to include new content and new connections; personal associations, cultural context.
- Use visuals and graphic organizers—illustrations, photos, charts, posters, graphs, maps, tables, web flow charts, timelines, diagrams.
- Use hands-on artifacts (realia) or manipulatives.
- Provide comprehensive input—paraphrase content, give additional examples, elaborate on student background knowledge and responses; be aware of rate of speech, syntax, and language structure and adjust accordingly.
- Begin with lower-level, fact recall questions and move to questions that require higher-order critical-thinking skills (application, hypothesis, prediction, analogy, synthesis, evaluation).
- Teach vocabulary—pronunciation, key words or phrases, multiple meanings, idioms/expressions, academic or content language.
- Have students create word banks or word walls for content (academic) vocabulary.
- Teach and model specific reading and writing strategies—advance organizers, main idea, meaning from context, preview, predict, make inferences, summarize; guided reading.
- Support communication with gestures and body language.
- Teach and practice functional language skills—negotiate meaning, ask for clarification, confirm information, argue persuasively.
- Teach and practice study skills—structured note-taking, outlining, use of reference materials.
- Use cooperative learning, peer tutoring, or other small group learning strategies.
- Plan opportunities for student interaction—create a skit and act it out, drama, role play, storytelling.
- Practice self-monitoring and self-evaluation; students reflect on their own comprehension or activity with self-checks.

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Playaway® audio

Playaway® audio library extends the classroom’s reach

Portable, compact, and easy-to-use, Playaway digital audio devices provide a recording of textbook content that is engaging for students. The non-rewritable devices are preloaded with readings of the entire student edition. Controls are easy to use and intuitive for students—the devices are simply plugged into the included speaker docking station (or standard earbuds) and can be cued to any chapter track.

Playaway digital audio devices can be used in the same way teachers would use an audio CD or audiocassette, but they don’t require a tape deck or CD player, so they can be used whenever and wherever they’re needed.

Students can:

◆ Cue any chapter track to follow along as the entire student text is read aloud
◆ Benefit from an audio recording of the text without disturbing students nearby
◆ Control speed and volume to make the text clear and audible for them
◆ Access chapter content in a fun, engaging manner
Expert writing and design produce books that help students by providing supportive features aligned with research-based principles:

- **Standards alignment** – Subject area instruction should be based on common standards for that area
- **Readability** – Many students benefit from books written at a level that is within their comprehension
- **Language complexity and sequence** – Difficult sentence structure and text organization can hinder students’ comprehension of text
- **Vocabulary use and development** – Content-related vocabulary instruction in the context of readable text aids student learning
- **Text presentation and structure** – Uncluttered pages, clearly printed text, and page design that supports content organization are all important to reading comprehension
- **Differentiated learning styles** – Student learning is more successful when lessons accommodate multiple means to engage and express learning strengths and styles
- **Lesson structure and learner support** – Strong instruction uses effective strategies and interventions to support students

- **Ongoing assessment** – Assessment over the course of lessons and chapters allows teachers to monitor progress and focus on specific skill development

These sound educational ideas are represented in every textbook. With clearly written text and supportive page layout, every title uses proven methods to help students master key subjects.
AMP Reading System

Proven reading intervention

Seven strategies for reading comprehension

Help students improve their reading comprehension, one successful strategy at a time. The AMP Reading System, a new program by reading expert Dr. Timothy Shanahan, employs the seven reading comprehension strategies found by the National Reading Panel to be most effective for improving students’ skills.

The innovative instructional routine designed for the AMP Reading System encourages students to focus extensively on one strategy at a time. As they thoroughly integrate the strategy into their reading practices, lessons also guide them through fluency tactics and application of vocabulary into various reading tasks.

The seven strategies are:

- Summarizing
- Questioning
- Previewing
- Text structure
- Visualizing
- Inferencing
- Metacogition

Proven in real-world classrooms

To study the effectiveness of AMP Reading System on increasing student learning, Mid-continent Research for Education and Learning (McREL), an external, independent, and nationally recognized leader in educational research and evaluation, conducted an independent efficacy study in classrooms across the country.

The study showed that students were engaged with AMP Reading System lessons and made measurable gains in their test scores. Key findings included:

- AMP Reading System teachers appeared comfortable with implementing the units of the program and gave high average ratings to lesson plans and design

- Observations revealed that the majority of students in classrooms were engaged in AMP Reading System lessons and that the majority of AMP Reading System teachers followed the program guidelines

- Comparing all students with available pretest and posttest total Extended Scale Scores (ESSs) on the GMRT-4 revealed significant pretest to posttest gains for the total score and for both the vocabulary and comprehension subtest scores

- Finally, because a site in the study has much smaller class sizes than the rest of the sites, McREL researchers examined an additional question. Researchers determined that smaller class sizes make a difference—that implementing reading intervention in classrooms with low student-to-teacher ratios may result in higher student gains.
Additional Literature Resources

**High school curriculum**

**A world of literature for your students**

Explore a wealth of literature with accessible, engaging textbooks. Our Alternative literature texts use unabridged reading selections supported with clearly written instructional material, manageable lessons, and appealing graphics.

**American Literature**

*American Literature* offers a broad perspective on the literary heritage of the United States with a wide ranging collection. More than 400 years of literary history are included, along with works from contemporary authors.

**British Literature**

70 selections in *British Literature* bring some of the best works of British authors to your classroom. Students explore the writings of Shakespeare, Geoffrey Chaucer, Jonathan Swift, Charles Dickens, Jane Austen, George Orwell, Mary Shelly, Virginia Woolf, Anita Desai, and others.

**Exploring Literature**

*Exploring Literature* includes a full range of selections including fables, myths, tall tales, and legends; short stories; nonfiction; poetry; and drama. Introduce your classes to classic and contemporary authors such as Mark Twain, Gwendolyn Brooks, W. W. Jacobs, Shakespeare, Yoshiko Uchida, and other respected authors.

**World Literature**

The focused lessons in *World Literature* give students the opportunity to explore the works of culturally diverse writers from around the globe. Complete works and excerpts in this text are carefully chosen to appeal to students and enrich their understanding of a variety of literary genres.
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