

# AMP READING SYSTEM

**Seven  
successful  
comprehension  
strategies,  
one at a time**

*A comprehensive  
reading intervention  
program for middle  
and high school  
students*

**SAMPLER**

PEARSON



Comprehension instruction in the *AMP Reading System* is based primarily on the findings of the National Reading Panel (NRP) report from 2000. Most of the studies analyzed for that report were conducted with students in the upper grades. This connects NRP findings most directly to secondary students’ reading instruction. The factors cited are proven to help students learn.

## Built on a solid foundation of scientific research

Research Shows...		...AMP Reading System Delivers!
Critical Success Factors	NRP Research Base	Research Into Action
<b>Vocabulary</b>	◆ Instruction in vocabulary should focus on high-utility words students need to understand in order to develop as readers.	◆ The vocabulary words in the <i>AMP Reading System</i> are those that students encounter with the greatest frequency in middle- and high-school texts.
	◆ Students must be given multiple opportunities to encounter the words in varying contexts.	◆ Students are given multiple exposures to the words in examples in the instructional lessons, in practice activities and word sorts, in short passages, and in the AMP Library Books.
<b>Comprehension</b>	◆ Instruction in comprehension should be focused on a small number of key reading strategies and skills.	◆ Each level teaches one comprehension strategy at a time beginning with the strategy shown to result in the fastest gains — summarizing — and continues in order with the other strategies proven most effective: questioning, previewing/predicting, text structure, visualizing, inferring, and metacognition.
	◆ Explicit and intense teaching of comprehension strategies improves students’ reading comprehension.	◆ Teaches one comprehension strategy at a time over a three- to six-week period. Each strategy is applied to short, “chunked” passages in the AMP Library Books and to content-area reading.
<b>Fluency</b>	◆ Direct instruction in fluency can improve students’ comprehension.	◆ A single aspect of fluency is focused on, modeled, and practiced in each comprehension strategy lesson.
	◆ Guided oral reading with repetition gives struggling students a clear learning benefit.	◆ Students are guided to reread text aloud through proper pronunciation and phrasing, smoothness, expression and volume, pace, and accuracy.
<b>Peer Reading</b>	◆ Learning is best achieved when viewed as a social process. Students need opportunities to interact with other students throughout the learning process	◆ Every lesson in the <i>AMP Reading System</i> provides opportunities for focused pair and small group interaction.
<b>Independent Reading</b>	◆ To develop as readers, striving students need substantial opportunities to read text at their independent reading level with high interest topics.	◆ The AMP Library Books provide daily opportunity for high-interest reading at students’ independent reading levels with 85% nonfiction topics selected by polling secondary students.

For more information or references on the research that informs the *AMP Reading System*, visit [www.AMPforSuccess.com](http://www.AMPforSuccess.com).



For reading,  
seven is a  
*successful*  
number

The National Reading Panel identified the seven comprehension strategies that most successfully increase student performance. The *AMP Reading System* teaches each strategy individually, in the order of greatest impact:

- 1 SUMMARIZING
- 2 QUESTIONING
- 3 PREVIEWING
- 4 TEXT STRUCTURE
- 5 VISUALIZING
- 6 INFERENCING
- 7 METACOGNITION

The program gives students ample opportunity to learn and apply each strategy. Eighteen lessons in each unit incorporate vocabulary, fluency, and comprehension into in-depth exercises. Students learn how to integrate new practices into their classroom and independent reading.

Each unit also provides 'Read on your Own' exercises that encourage students to explore reading with engaging passages from AMP Library Books. These books are also available on audio CD and electronically through the AMP Online Library. The various formats of the AMP Library Books enable teachers to select the mode of delivery to best meet the needs of their students.

**Dr. Timothy Shanahan** is Professor of Urban Education at the University of Illinois at Chicago where he is Director of the UIC Center for Literacy. He was the Director of the Chicago Reading Initiative for the Chicago Public Schools, a school improvement effort serving 437,000 children. His research focuses on the relationship of reading and writing, school improvement, the assessment of reading ability, and family literacy. Professor Shanahan is on the Advisory Board of the National Family Literacy Center. He served on the White House Assembly on Reading, and the National Reading Panel (NRP), a group convened by the National Institute of Child Health and Development by the request of the U.S. Congress to evaluate research on successful methods of teaching reading. He was co-chair of the fluency sub-group and the methodology sub-group of the NRP. Dr. Shanahan is President of the International Reading Association (IRA) 2006-2007.



Meet  
distinguished  
author  
**Dr. Timothy  
Shanahan:**  
an expert  
classroom  
practitioner

**Meet the Pearson Reading Intervention Advisory Board:  
oversight you can trust.**

**Dr. Donald Deshler** is a professor of Education and Special Education at the University of Kansas and Director of the Center for Research on Learning (CRL), where he has developed and administered the Strategic Instruction Model (SIM), a model based on nearly 25 years of research into addressing adolescent literacy. He has been recognized by the federal government and has participated in the panel of Reading Next.

**Dr. Cynthia Greenleaf** is the Co-Director of the Strategic Literacy Initiative, at WestEd, which focuses on professional development and research for and about middle and high school educators, teacher leaders and teacher educators in the San Francisco Bay area and nationally.

**Dr. John Guthrie** is a professor of Human Development and Director of the Maryland Literacy Research Center at the University of Maryland at College Park, where he is the principal researcher and designer for Concept Oriented Instruction (CORI). The National Reading Conference awarded him the Oscar Causey Award for outstanding contributions to reading research in 1992. Dr. Guthrie served on the panel of Reading Next: A Vision for Action and Research in Middle and High School Literacy.

**Dr. Ernest Morrell** is an assistant professor of teacher education at Michigan State University, and he also directs an annual Critical Research and Writing Seminar for urban teens, parents, and teachers.



High-utility vocabulary introduced with explicit instruction

Vocabulary

## Make Words Yours!

### Learn the WORDS

Here are some words you will be reading in the next weeks. They are also words you need to know for your everyday reading.

WORD AND EXPLANATION	EXAMPLE	WRITE AN EXAMPLE
If something is <b>challenging</b> , it takes hard work or skill. <b>Challenging</b> is the opposite of <b>easy</b> .	Running may be easy, but running a marathon is <b>challenging</b> .	What's the most <b>challenging</b> thing you've done this week?
<b>Expert</b> describes someone with a lot of knowledge or skill in something. Someone who is an <b>expert</b> has special knowledge or skill.	Someone might be an <b>expert</b> spellet. A scientist who knows a lot about bugs is an <b>expert</b> .	What is another kind of <b>expert</b> ?
A <b>feature</b> is an important part of something.	Bleachers are one <b>feature</b> of a gym.	What <b>features</b> does your classroom have?
Something that is <b>immense</b> is very large or huge.	On my first day, the new school seemed <b>immense</b> .	What animals are <b>immense</b> ?
When you do something <b>mental</b> , you use your mind, such as thinking and solving problems.	Adding a list of numbers in your head is a <b>mental</b> activity.	What is another <b>mental</b> activity?
<b>Merely</b> means only.	Of course she can't understand it, she's <b>merely</b> a child.	What interesting places are <b>merely</b> a few hours away?
When you do something <b>physical</b> , you use your body.	Riding a bicycle or lifting weights helps build <b>physical</b> strength.	What else can you do to build <b>physical</b> strength?
If something is <b>required</b> , you must have or must do it.	Drivers are <b>required</b> to use safety belts.	What activities have you done today that were <b>required</b> ?

Introduces eight vocabulary words at the start of each lesson to ensure mastery.

Supplies simple, student-generated examples that personalize word learning.

2 Unit 1, Lesson 1

## YOUR TURN

Answer these questions and be ready to explain your answers.

1. Is singing less challenging than playing an instrument? \_\_\_\_\_
2. If you have merely scratched your arm, is it serious? \_\_\_\_\_
3. If a project seems immense, will you need help to do it? \_\_\_\_\_
4. Is swimming a mental exercise? \_\_\_\_\_

Yes or No?

### Choose the right word

challenging required merely mental  
feature immense physical expert

Fill each blank with the correct word from the box.

5. A lot of sports are mental and not just \_\_\_\_\_.
6. Keisha felt \_\_\_\_\_ happiness when she won the award.
7. A large lake is the main \_\_\_\_\_ of our park.
8. Should a helmet be \_\_\_\_\_ when you ride a bike?
9. Tami is an \_\_\_\_\_ at knitting.
10. Memorizing the multiplication table takes good \_\_\_\_\_ powers.
11. It is \_\_\_\_\_ a shower; the rain will stop soon.
12. Jamal only plays sports that he finds \_\_\_\_\_.

Now show that you know the words by writing some things you already know about challenging sports.

### Show that you know

Complete the sentences.

13. For dangerous sports, players should \_\_\_\_\_ be required to \_\_\_\_\_.
14. One feature of paintball probably is \_\_\_\_\_.
15. A helmet can keep a player from \_\_\_\_\_ physical injury because \_\_\_\_\_.
16. To become an expert you should \_\_\_\_\_.

Unit 1, Lesson 1 3

Stimulates discussion so that students are actively engaged in developing deep knowledge of word meanings.

Excites students' interest with a "coach" that ties vocabulary to the unit theme.

Student Guide, Level 1, Volume 1, pages 2 (top) and 3 (bottom)

# SUMMARIZE: Topic

Comprehension Strategy

## How to Summarize

- |   |   |   |  |
|---|---|---|--|
| <b>Step 1</b><br>Identify the topic. Ask, <i>Who or what is this about?</i> | <b>Step 2</b><br>Identify the main idea. Ask, <i>What is the main thing the writer is saying about the topic?</i> | <b>Step 3</b><br>Identify the important details. Ask, <i>What details are needed to understand the main idea?</i> | <b>Step 4</b><br>Use the main idea and important details to summarize. |
|---|---|---|--|

Ensures thorough mastery by teaching each strategy in chunks.

## Learn the STRATEGY

When you summarize, you briefly retell something in your own words. You identify the most important things in the section you are reading. Good readers summarize because it helps them remember what they read.

To begin summarizing, look for the topic. The **topic** is a word or phrase that answers the question, *Who or what is this about?*

When you summarize, you want to tell only the most important ideas. Good summaries do not include a lot of extra facts. In the cartoon below, what is Troy talking about? What is Angie thinking?

What is the **topic** of Troy's sentences?

- a. a football game
- b. how to play football
- c. choosing teams
- d. his friends

What is the **topic** of Angie's thoughts?

- a. her favorite sport
- b. summarizing
- c. a football game
- d. her friends

Builds awareness of the strategy so students can become active participants of their learning.

Comprehension strategies are systematically taught one at a time

Comprehension/Vocabulary/Fluency

## YOUR TURN

Read "Splat!" Then answer the numbered questions.

# Splat!



A bright red ball of paint flies by and hits the tree behind me. That was close! I'm playing paintball, and it's a **challenging** game. What is paintball? It's like playing tag at the same time you're playing hide and seek. The main **feature** of paintball is the colorful balls of paint that players shoot at one another. The game is played in two teams. When players are hit, they are **required** to leave the game. Each team guards a flag—and each team tries to get the other team's flag.

More than half of my team has been hit and I decide that it's time for some strategy. I look around the **immense** playing field and see that three players from the other team are guarding their flag, so I duck behind a tree while one of my teammates sneaks up on the guards. Then I lean out, take aim, and shoot. Splat! I hit one of the guards with a yellow paintball. "Right on, Adam!" my teammate yells. We have a chance of winning now! I aim again to zap one of the other guards. Splat! I'm out.

1. The sentences in this paragraph tell about a single topic. What is it?

2. What is the topic of this paragraph?

3. Look at the topic of each paragraph. What is the topic of "Splat!"?

Scan the passage and circle the periods. As you reread, use the circles to tell you when to pause.

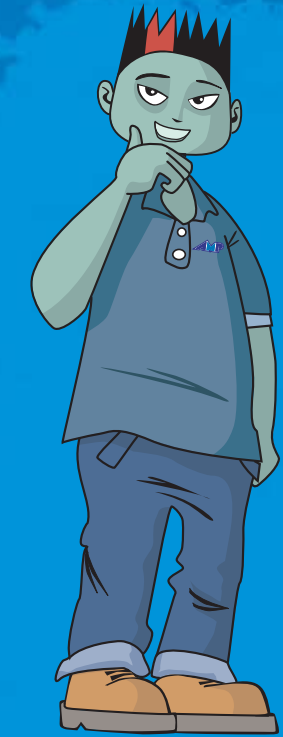


6 Unit 1, Lesson 2

Scaffolds understanding through questions so students can begin to build comprehension strategies.

Improves comprehension through repeated exposures to vocabulary.

Targets fluency through paired read-alouds that promote social learning.



# Vocabulary and fluency integrated with comprehension

Comprehension/Vocabulary/Fluency

## READ on your OWN

*Sports on the Edge*, pages 7-9

**BEFORE YOU READ**

Think about the last pages you read in "Extreme Sports." Why were skateboards invented?

**AS YOU READ**

Read "Getting Vertical," pp. 7-8.

Write the topic below.

Topic: \_\_\_\_\_

Read "Hitting the Competitions," p. 9.

Write the topic below.

Topic: \_\_\_\_\_

**AFTER YOU READ**

Choose the most interesting section or page. What one new fact have you learned?

\_\_\_\_\_

Unit 1, Lesson 2 7

Supports vocabulary and fluency development throughout activities

Monitors student comprehension through strategic STOP points.

Empowers students by providing them with a choice and allows for a personal response.

Student Guide, Level 1, Volume 1, page 7

**Getting Vertical**

Early skateboarders didn't wear helmets, pads, or any other safety gear. The sport was just plain dangerous. In 1965, cities began to ban skateboards. Nobody wanted a kid to get hurt on city property. However, that didn't stop serious skateboarders. Some kids kept right on riding. What changed people's opinion about skateboarding? The sport became safer. That happened in the 1970s. A new kind of wheel came along. The new wheels were made of polyurethane. This very hard material is like plastic. At first, wheels made of polyurethane were used on roller skates. Then, somebody decided to try out these hard wheels on skateboards. Polyurethane wheels made skateboards roll faster and more smoothly. Skaters could get up enough speed to try new, acrobatic moves. Skaters began to take off! Soon, towns began to build skateboard parks with bowl-shaped areas and ramps. At the parks, skaters could perform more turns and stunts than they could do on city streets. Another big change in skateboarding happened in the 1970s. The Z-Boys came along. The Z-Boys were a group of friends in California who loved to surf. They all hung out at the Zephyr Surf Shop. The owner of the surf shop saw the friends skateboarding. He asked them to start a skateboard team. He called them the Z-Boys, even though one was a girl. The Z-Boys went on to stun the skateboarding world. They took their skateboards into empty swimming pools. They started by skating fast down one end of the pool. The goal was to get up to the lip on the other side. Then, they did a trick, turned around, and did it again.

Frequent headings facilitate previewing and provide stop points for checking comprehension.



AMP Library Book, Sports on the Edge, page 7



Peer reading strategies can be incorporated into lessons

Lesson formats make it easy to encourage students to work in groups. Interaction with peers helps reinforce strategies as they learn.

Provides an opportunity to apply the comprehension strategy to content-area reading.

**YOUR TURN** Comprehension/Vocabulary/Fluency

As you read the "The Forces of Flying," think about your purpose for reading. Then follow the numbered directions.

**SCIENCE CONNECTION**

### The Forces of Flying

Four powerful forces make flight possible. These forces are gravity, lift, thrust, and drag. Gravity is the force that pulls things toward the ground, and lift is the force that pushes things up. These two forces are opposites. Thrust and drag also do opposite things. Thrust pushes things forward, and drag holds them back.

An airplane's engines create thrust, and this pushes the airplane forward. As the plane moves faster and faster, the air pressure under the wings lifts the plane



into the air. This is the force of lift. Thrust and lift work against the forces of drag and gravity. The outcome is flight.

When an airplane slows down, the forces of gravity and drag start to become stronger. The method used to land an airplane is to slow the engines. As the engines slow down, the force of thrust decreases. Then the forces of drag and gravity come into play. Drag slows the airplane, and gravity pulls the airplane toward the ground.

1. State a purpose for reading this passage.
2. Underline important details in the passage.
3. Summarize the passage.

Scan the passage for unfamiliar words and look them up before you read. Knowing what the words mean will help you read more smoothly.

**FLUENCY**

Unit 1, Lesson 2 27

Student Guide, Level 1, Volume 1, page 27

Content area application deepens students' comprehension

To see the summarizing lesson in Social Studies turn to page 13.

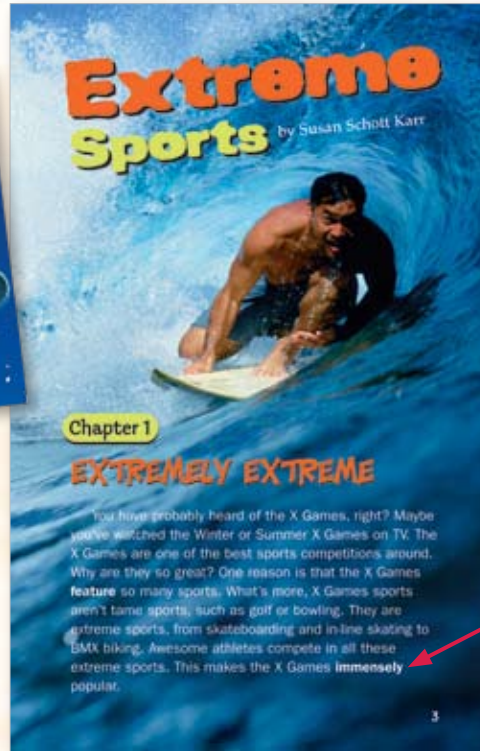


Reading on paper or online

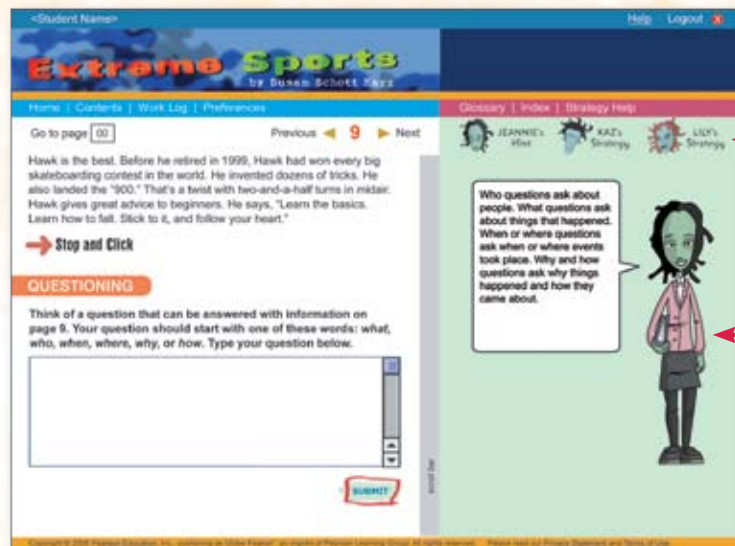
Supports direct instruction through related reading

Actively engages students through independent practice

AMP Library books provide plenty of high interest independent reading options to reinforce the strategy instruction found in the student guide. 85% nonfiction, student-selected topics motivate students and hold their attention. The AMP Online Library actively engages students in learning at their own level. Students can listen to text as they read it on screen and animated reading coaches help monitor their comprehension.

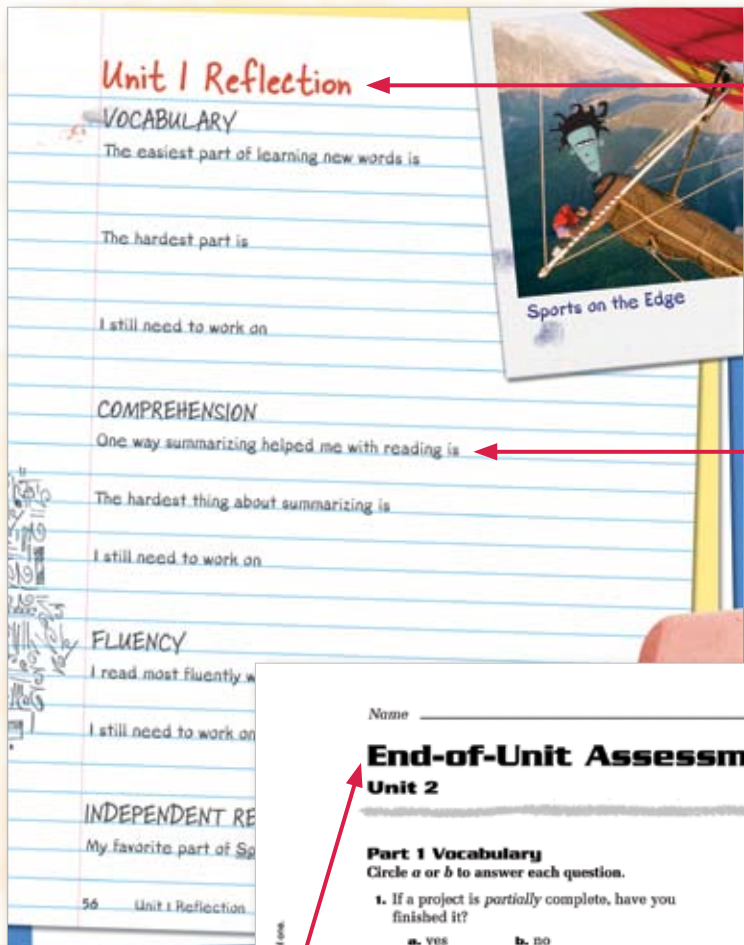


AMP Library Book, Sports on the Edge, page 3



Each unit review also provides an opportunity for students to pause and reflect on the strategy they've just studied. Writing exercises encourage them to think about the strategy they've learned.

Helps monitor students' progress with formal and informal evaluation



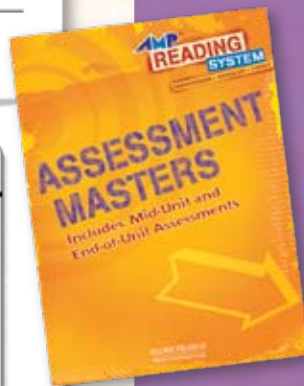
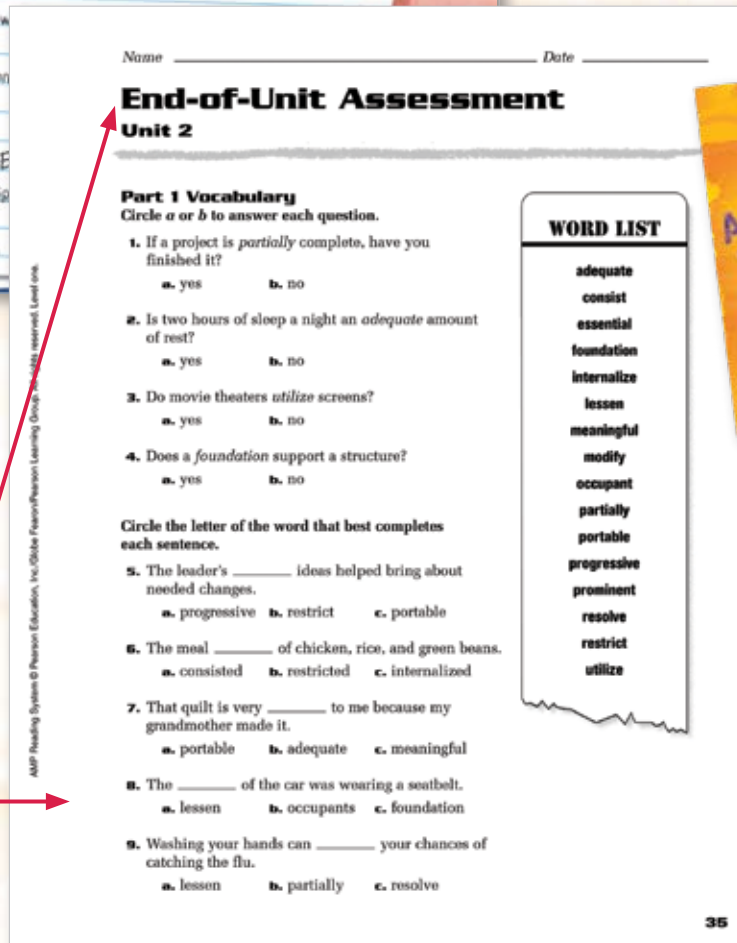
Monitors students' progress with Reflection pages found at the end of the unit.

Prompts students to be mindful of what they're learning so they can take ownership of their success.

Student Guide, Level 1, Volume 1, page 56

Zeros in on students' progress with mid- and end-of-unit assessments.

Saves time and effort with convenient Blackline Masters.



Assessment Masters, page 11

# Point-of-use wrap-around support strengthens instruction.

Creates anticipation, elicits prior knowledge and builds background for the unit theme through suggested approaches.

that you do! So what is a strategy? Probe for the response that a strategy is a plan for how to do something. Write on the board strategy = plan.

Ask, **So what is a comprehension strategy?** (a plan for how to understand something). Tell them that the comprehension strategies they will be using are plans for understanding better what they read. Ask students if this has ever happened to them: **You read an assignment or a couple of pages in a book. When you finish, you realize that you have no idea of what you just read.** Explain that researchers who study this problem have found that summarizing is one of the best ways to keep this from happening. That's why this book starts with learning how to summarize. Say, **Our first comprehension strategy is summarizing.**

Use the photograph on the unit opener (page 1) as a quick preview of summarizing. Ask, **What or whom is it about?** (snowboarding) **When you answer this question, you have figured out the topic. What's happening?** (The snowboarder is making a jump.) **When you answer this question, you have figured out the main idea. What are the important details that helped you answer the first two questions?** (the snow, the snowboard, the snowboarder, the space under the snowboard) Ask students to combine this information in a sentence. (The snowboarder is making a high jump.) **When you put it all together, you have come up with a summary: This unit will help you learn how to summarize when you read.**

**Introduce Independent Reading** Point out that their independent reading for this unit will be in the *Sports on the Edge* book.

**ESL/ELL STRATEGIES**

Encourage full participation of your ESL/ELL students. During the discussion of the *Sports on the Edge* theme, ask them to describe "on the edge" sports and games that are played in their home countries.

**STEP 3 Help Students Set Goals**

Say, **Now you have an idea of the kinds of things you'll be working with in this unit. Let's use what we've just discussed to set some goals for ourselves.** Distribute copies of the Goal-setting form on page 173. Point out that students will be checking on how they are meeting their goals when they are halfway through the unit and again at the end of the unit.

Say, **For the Comprehension section, our main goal will be to become better readers. This means understanding and remembering what we read. So the first goal here might be just exactly that—understanding and remembering what I read.** Write the goal on the board and give students a minute to record it.

Then say, **When you looked through your books, you got some ideas about what you'll be learning as you read. Look back through *Sports on the Edge* for something you would like to learn more about. Give students time to record that goal.**

(Vocabulary goal. Model the process by reading the studying 32 words and we'll be in *Sports on the Edge*. I think a good goal would be to understand these words when I finish my reading. Write this goal on the board and give students time to record it.)

(Fluency goal. Say, **Remember the way you read. We're going to work hard to become better readers. Our goal could be to read with more expression. Allow students time to record this goal.**

**researchers say...**

Attention is crucial to engagement because it is what activates behavior. A less attentive reader spends less time reading, exerts less cognitive effort, and is less likely to reach full comprehension than a highly motivated reader."

—Oatley & Wigfield, 2000

and headings to name the sports they find in both selections, "Extreme Sports" and "Unusual Moments in Sports." Follow the process of checking off sports that appear in the selections and adding new ones to the list on the board.

**STEP 2 Introduce the Unit Goals**

Call students' attention to the unit opener. Point out that the "bursts" here represent what they will be doing in the unit.

**Introduce Summarizing** Say, **in every unit this year, we're going to be learning to use a different comprehension strategy. Does anyone know what comprehension means? Prompt by asking what it means to comprehend something. When you comprehend the point of a video game, that means you understand it. Comprehension means understanding. Write on the board Comprehension = understanding.**

Then ask about the word strategy. Ask, **What does it mean to have a strategy? Do you have a strategy for how to get your way at home? Do you have a strategy for winning the games you play? I'm sure**

Teacher's Edition, Level 1, Volume 1, pages 1D–1



Directs teachers' to background rationale to acquire insight into the lesson strategy or skill.

**UNIT 1**

# LESSON 1

**Objectives**

**VOCABULARY**

- Demonstrate understanding of eight vocabulary words.
- Recognize the words in context in *Sports on the Edge*.

**COMPREHENSION**

- Identify the topics of two sections of *Sports on the Edge*.

**FLUENCY**

- Pay attention to punctuation marks.

**Materials**

- Student Guide, pp. 2-4
- Sports on the Edge*, pp. 3-6
- AMP Reading Online Library

**Vocabulary (25-30 min.)**

**FYI** Students will be reading these eight words in context in the next two comprehension strategy lessons (Lessons 2 and 4) and in "Extreme Sports" in *Sports on the Edge*. Informal, student-friendly explanations are presented rather than dictionary definitions. See "The researchers say..."

**STEP 1 Engage Students**

Play *Is/Isn't* with vocabulary words that are a part of most students' oral language: Divide the class in half. One half responds with *is* examples; the other with *isn't*. (This game works best with adjectives.)

Word	is	isn't
immense	high-rise building	mouse
required		
challenging		
physical		
mental		

**STEP 2 Teach the Words**

Before students open their Guides, introduce a routine for presenting the vocabulary words. Begin with the first word: *challenging*. **Class, say the word *challenging*. Again, loudly, everyone, *challenging*.** Repeat until the whole class is saying the word clearly and firmly. Then give the explanation in the Student Guide, followed by the example: "If something is *challenging*, it takes hard work or skill."

**Make Words Yours!**

**Learn the WORDS!**

Here are some words you will be looking in the text boxes. They are also words you need to know for your vocabulary study.

Word and Definition	Example	Remember about this word
<b>challenging</b> If something is challenging, it takes hard work or skill. <i>Challenging</i> is the opposite of easy.	Learning how to skip, for example, is a <i>challenging</i> activity.	What's the most challenging thing you've done this week?
<b>immense</b> A huge or enormous size. <i>Immense</i> is a word you can use to describe something that is very big.	Learning how to skip is an <i>immense</i> task.	What is the most <i>immense</i> thing you've done this week?
<b>required</b> A word you can use to describe something that is necessary or needed.	Learning how to skip is a <i>required</i> skill.	What is the most <i>required</i> thing you've done this week?
<b>physical</b> A word you can use to describe something that is related to the body.	Learning how to skip is a <i>physical</i> activity.	What is the most <i>physical</i> thing you've done this week?
<b>mental</b> A word you can use to describe something that is related to the mind.	Learning how to skip is a <i>mental</i> activity.	What is the most <i>mental</i> thing you've done this week?

**Challenge is the opposite of easy. Running may be easy, but running a marathon is challenging.**

Follow up immediately by asking for an example: "Who's the most challenging thing you've done this week, [Adam]?" Ask for one more example from another student, and move on to the next word, following the same routine. Encourage students to include the vocabulary word in their examples. Have students turn to page 2. Give them a few minutes to write their examples in the right column.

**The researchers say...**

"If you review...student-friendly definitions, you will...notice that they often include words such as something, someone, or something. These terms anchor the meaning for students so they can begin to get an idea of how to use the word." —Stock, 2002

Teacher's Edition, Level 1, Volume 1, page 2



A Professional Development DVD gives teachers the option of learning more about teaching reading in a secondary setting. The DVD includes instructional support, with lesson modeling by Dr. Timothy Shanahan, the author of the *AMP Reading System* and a master teacher.

Professional development opportunities



# Electronic teacher tools monitor student and class progress

To learn more about the teacher tools in the AMP Online Library, visit [www.AMPforSuccess.com](http://www.AMPforSuccess.com)



The AMP Online Library provides an additional format for students to use as they read the independent selections provided by the program. At the same time, teachers can observe their work as the progress through the readers and answer questions online.

Provides teachers with a comprehensive view of student progress.

Monitors student progress with a Work Log that stores students' responses and enables teachers to respond to them with feedback.

Student Name	Current Selection	Strategy	Support Level	Date & Time Started	Student Worklog	Student Report
Barth, Stephen	Extreme Sports, page 6	Predicting	1	09/09/05 10:43 a.m.	[Icon]	[Icon]
Battipede, Tricia	Amazing Animal Journeys, page 10	Summarizing	1	09/09/05 10:44 a.m.	[Icon]	[Icon]
Brorain, Susan	Extreme Sports, page 6	Predicting	2	09/09/05 10:42 a.m.	[Icon]	[Icon]
Hruby, Bernadette	Extreme Sports, page 6	Predicting	1	09/09/05 10:45 a.m.	[Icon]	[Icon]
Nemeth, Elizabeth	Extreme Sports, page 6	Predicting	1	09/09/05 10:45 a.m.	[Icon]	[Icon]
Maddalone, John	Amazing Animal Journeys, page 10	Summarizing	1	09/09/05 10:44 a.m.	[Icon]	[Icon]
Shagawat, Jeff	Extreme Sports, page 6	Predicting	3	09/09/05 10:40 a.m.	[Icon]	[Icon]



The AMP Reading Online Library was created in collaboration with the Center for Applied Special Technology (CAST). For more information, visit [www.cast.org](http://www.cast.org).

The AMP Reading System includes manuals to help teachers apply the strategies students study in other disciplines. Transform school performance with customized reading strategies in social studies, math, and science.

Support  
teachers  
across  
subject areas

### Summarizing: Getting the Point

**Why summarizing?** You may not think of it as a reading strategy, but summarizing has been shown to be the single most effective strategy in improving students' reading comprehension. Students often keep reading long after they have lost track of the meaning of the text. Encourage your students to stop frequently to informally summarize. Use the strategy as a way to monitor their comprehension. Make your class motto Stop and Summarize!

Here are some ways you can help your students apply **summarizing** strategies to enhance their comprehension of social studies reading material. Students are learning these same strategies in the AMP Reading System.

- 1 identify the topic.**  

Before students read, have them ask themselves, <i>Whom or what is this about?</i> The topic of a passage can usually be	stated in a few words. Often, the topic can be identified by reading the title, headings, and introductory paragraph.
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- 2 identify the main idea.**  

Students should look for the main idea of each section of text as they read, or even of each paragraph. Have them ask themselves, <i>What is the main thing the writer is saying about the topic?</i> The	main idea of a paragraph or chapter is sometimes stated directly, but often students will have to infer it and formulate it for themselves.
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- 3 identify important details.**  

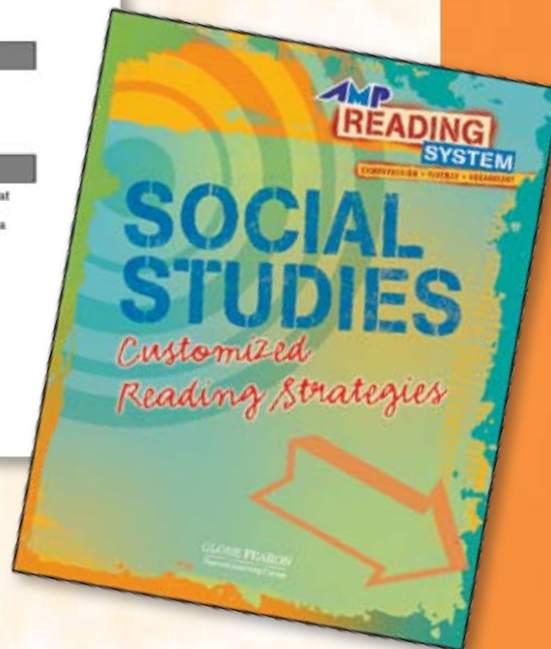
As students read, encourage them to look for important details that support the main idea. To identify important details, students can ask, <i>What details</i>	<i>are needed to understand the main idea?</i> Help students practice sorting essential details from those that are less important.
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- 4 Use the main idea and important details to summarize.**  

When they summarize a text, students retell the most important ideas in their own words. They should include the main idea of a passage as well as the	most important details that support that idea. Tell students that they can often use the chapter titles and headings as a basis for their summary.
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Samples of how **summarizing** strategies can be used in social studies

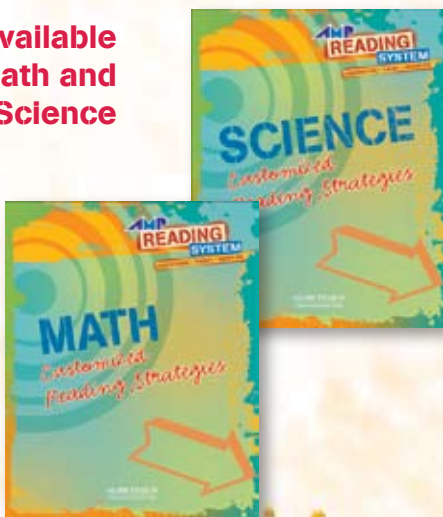
- The text in a social studies book is often divided with headings and subheadings. Students will benefit from summarizing small sections of text first, and then putting those summaries together to summarize a longer section of text.
- Encourage students to pause at every heading and subheading to summarize the previous section. This strategy will help students grasp important points and identify any parts of the text they did not understand before they continue to read.

Suggests ways to apply each comprehension strategy to content-area texts.



Customized Reading Strategies Manual for Social Studies, page 12

Also Available  
in Math and  
Science



Improves performance by targeting strategies in critical sequence.

Introduces comprehension strategies in the order shown to result in the fastest student gains.

**AMP READING SYSTEM  
SCOPE AND SEQUENCE**

	Levels		
	1	2	3
<b>COMPREHENSION STRATEGIES</b>			
<b>Summarizing</b>			
Identifying topics	✓	✓	✓
Identifying main ideas	✓	✓	✓
Stated and unstated main ideas	✓	✓	✓
Identifying important details	✓	✓	✓
Writing summaries	✓	✓	✓
Using textbook features		✓	✓
Using introductory paragraphs		✓	✓
Using lists and making generalizations	✓	✓	✓
Creating notes	✓	✓	✓
<b>Questioning</b>			
Goal-setting questions	✓	✓	✓
"Question word" questions	✓	✓	✓
"Between the lines" questions	✓	✓	✓
"Beyond the text" questions	✓	✓	✓
Evaluative questions		✓	✓
<b>Previewing/Predicting</b>			
Previewing text features	✓	✓	✓
Predicting what comes next	✓	✓	✓
Previewing fiction and nonfiction	✓	✓	✓
Checking, confirming, and revising predictions	✓	✓	✓
Adding details to predictions	✓	✓	✓
<b>Text Structure</b>			
Previewing text	✓	✓	✓
Identifying text structure	✓	✓	✓
Recognizing and distinguishing different structures	✓	✓	✓
Description	✓	✓	✓
Problem and solution	✓	✓	✓

	Levels		
	1	2	3
Sequence	✓	✓	✓
Fact and opinion	✓	✓	✓
Compare and contrast	✓	✓	✓
Cause and effect	✓	✓	✓
Persuasion			✓
Using text structure to summarize	✓	✓	✓
<b>Visualizing</b>			
Using pictures and photographs	✓	✓	✓
Using descriptive words	✓	✓	✓
Forming mental images	✓	✓	✓
Drawing conclusions	✓	✓	✓
Visualizing a sequence of steps	✓	✓	✓
Using graphic organizers to visualize	✓		✓
<b>Inferencing</b>			
Figuring out a meaning not stated in the text	✓	✓	✓
Using personal experience to make inferences	✓	✓	✓
Using prior knowledge to make inferences	✓	✓	✓
Making inferences about fiction	✓	✓	✓
Making inferences about nonfiction	✓	✓	✓
Using inferences to understand poetry			✓
Determining importance in nonfiction			✓
Using inferences to predict	✓	✓	✓
Making inferences about causes and effects	✓	✓	✓
Using facts and opinions to make inferences	✓	✓	✓
Going "beyond the text"			✓

T20

Teacher's Edition, Level 1, Volume 1, pages T20–T21





	Levels		
	1	2	3
<b>Metacognition</b>			
Monitoring understanding	✓	✓	✓
Choosing appropriate strategies to maintain and improve comprehension	✓	✓	✓
Using summarizing during and after reading	✓	✓	✓
Asking questions before, during, and after reading	✓	✓	✓
Predicting before and during reading	✓	✓	✓
Using text structure during and after reading	✓	✓	✓
Visualizing during and after reading	✓	✓	✓
Inferencing before, during, and after reading	✓	✓	✓

<b>VOCABULARY STRATEGIES</b>			
Analogies	✓	✓	✓
Antonyms	✓	✓	✓
Base words	✓	✓	✓
Connotations	✓	✓	✓
Context clues	✓	✓	✓
Denotations	✓	✓	✓
Homographs	✓	✓	✓
Homophones	✓	✓	✓
Idioms	✓	✓	✓
Multiple-meaning words	✓	✓	✓
Nouns and verbs	✓	✓	✓
Prefixes	✓	✓	✓
Roots	✓	✓	✓
Suffixes	✓	✓	✓
Synonyms	✓	✓	✓
Word families	✓	✓	✓
Word origins	✓	✓	✓

	Levels		
	1	2	3
<b>ORAL READING FLUENCY</b>			
Phrasing	✓	✓	✓
Expression	✓	✓	✓
Accuracy	✓	✓	✓
Pace and volume	✓	✓	✓
Smoothness	✓	✓	✓

<b>STRUCTURED WRITING</b>			
Simple sentences	✓	✓	✓
Expanding sentences with prepositional phrases	✓	✓	✓
Compound sentences	✓	✓	✓
Complex sentences	✓	✓	✓
Compound-complex sentences	✓	✓	✓
Narrative paragraphs	✓	✓	✓
Process paragraphs	✓	✓	✓
Descriptive paragraphs	✓	✓	✓
Comparison-contrast paragraphs	✓	✓	✓
Narrative essays	✓	✓	✓
Process essays	✓	✓	✓
Descriptive essays	✓	✓	✓
Comparison-contrast essays	✓	✓	✓

<b>LANGUAGE</b>			
Nouns	✓	✓	✓
Verbs	✓	✓	✓
Adverbs	✓	✓	✓
Prepositional phrases	✓	✓	✓
Subjects, verbs, objects	✓	✓	✓
Punctuating sentences	✓	✓	✓
Checking sentences for correctness	✓	✓	✓
Spelling	✓	✓	✓

T21



## Other resources from Pearson

PEARSON

### Determine reading levels and monitor progress

Two reading assessment tools help teachers pinpoint students' reading strengths and weaknesses, and monitor response to intervention.

#### Reading-Level Indicator

In as little as 10 minutes, this quick reading test accurately determines independent and instructional reading levels for individuals or groups.



#### GRADE

The *Group Reading Assessment and Diagnostic Evaluation* (GRADE) provides detailed information about a student's strengths and weaknesses in reading. Parallel forms can be used to test and retest to track students' response to intervention activities.



Visit the Pearson website  
at [www.pearsonschool.com/supplemental612](http://www.pearsonschool.com/supplemental612)  
to learn more about our  
detailed intervention resources.

**Systematic reading intervention gets results!**

An independent efficacy study shows that the AMP™ Reading System helps struggling readers improve their reading comprehension skills. The program teaches seven key strategies students can use to understand and enjoy reading. Print materials and optional online features provide absorbing lessons that they enjoy.



**Quick reading fluency practice builds skills**

To help students increase oral reading fluency and comprehension, try new AMP™ QReads™. This practical intervention resource uses a proven educational structure to teach fluency through practice with short, engaging passages. Each lesson takes only fifteen minutes to complete.

**Customer Service**  
**1-800-992-0244**

**AMP**  
**READING**  
**SYSTEM**



The **AMP Reading System** – Each level is a complete course in reading intervention

0-13-024849-5	Level 1 Classroom system (Reading Level: 3-4)
0-13-024840-1	Level 2 Classroom system (Reading Level: 4-5)
0-13-024851-7	Level 3 Classroom system (Reading Level: 5-6)

Call 800-992-0244 or visit [www.pearsonschool.com/supplemental612](http://www.pearsonschool.com/supplemental612)



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