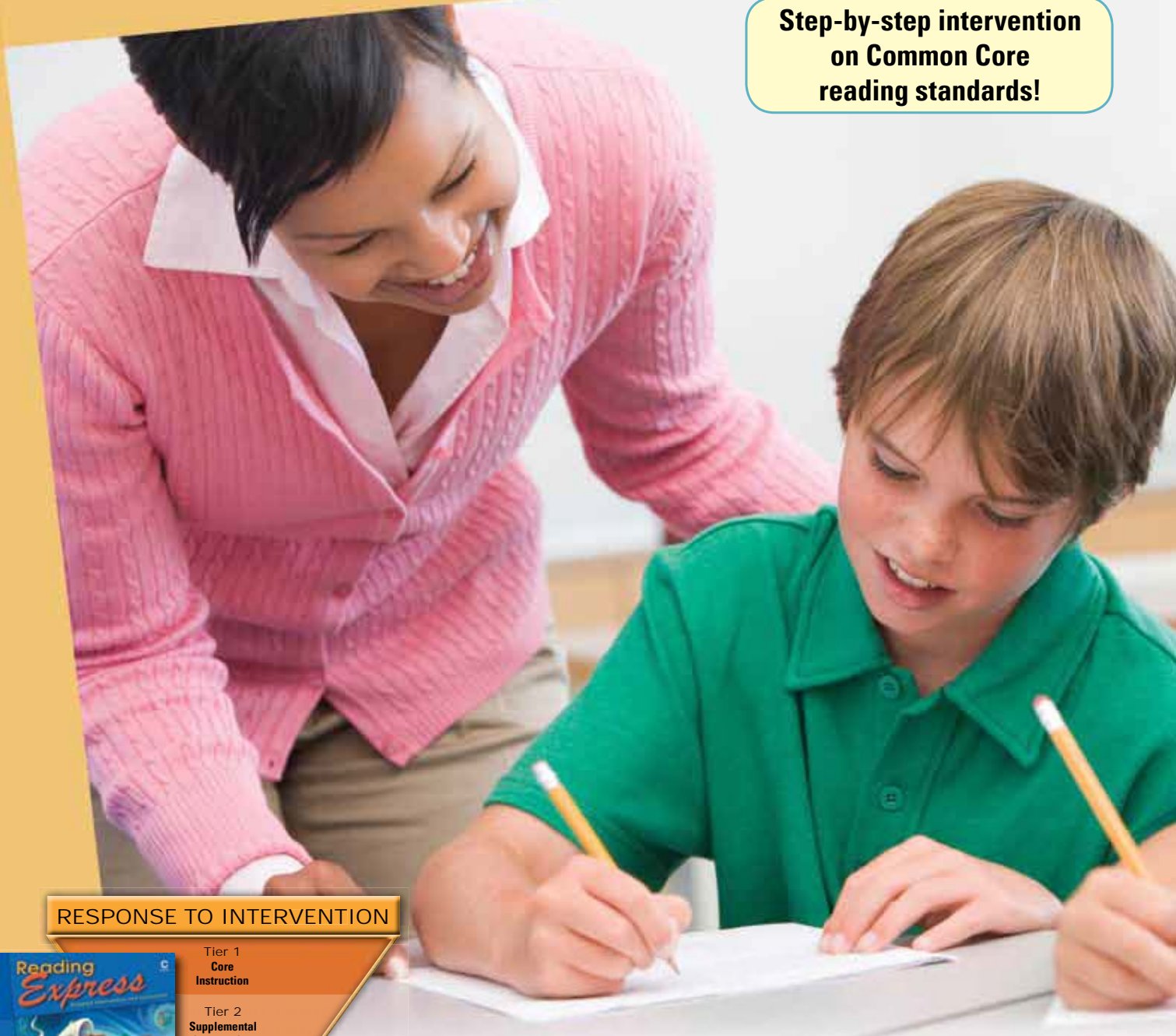


Reading Express

Targeted Intervention and Instruction

Step-by-step intervention on Common Core reading standards!



RESPONSE TO INTERVENTION



- Tier 1
Core Instruction
- Tier 2
Supplemental Intervention
- Tier 3
Intensive Intervention

Perfection Learning®

Perfect for *YOUR* Classroom
Perfect for *YOUR* Classroom

Advisory Board

Perfection Learning would like to thank the following leaders in education for their reviews and advice during the development of the program.

Susan Kajiwara-Ansai

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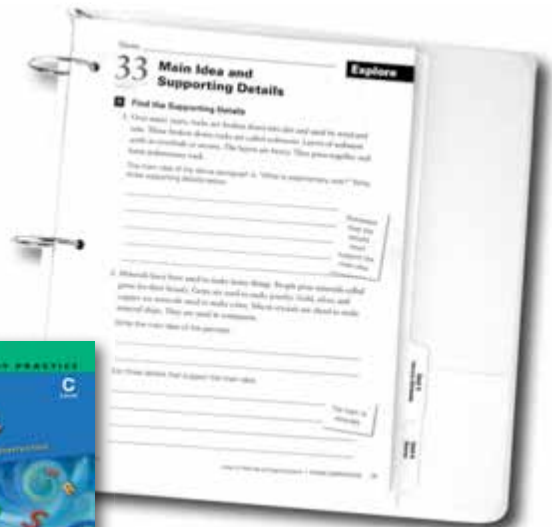
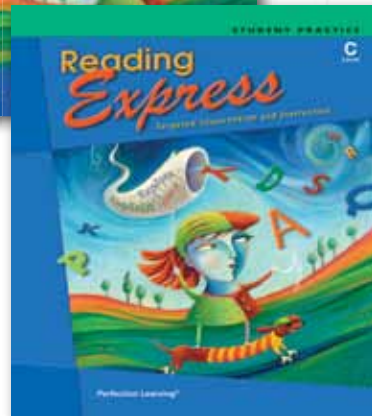
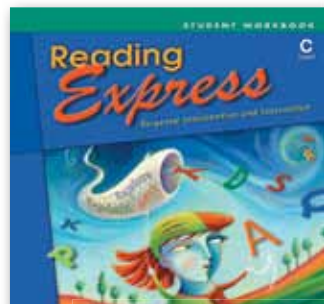
*Grades 3 and 4 Classroom Teacher
Collaborative Literacy
Support Teacher*
Beeman Elementary School
Addison Northeast School District
New Haven, Vermont

Program Components

Student Components

Student activities for each lesson in both reproducible and consumable formats

- Student Practice Binder (reproducible)
- Student Practice Workbooks (consumable)

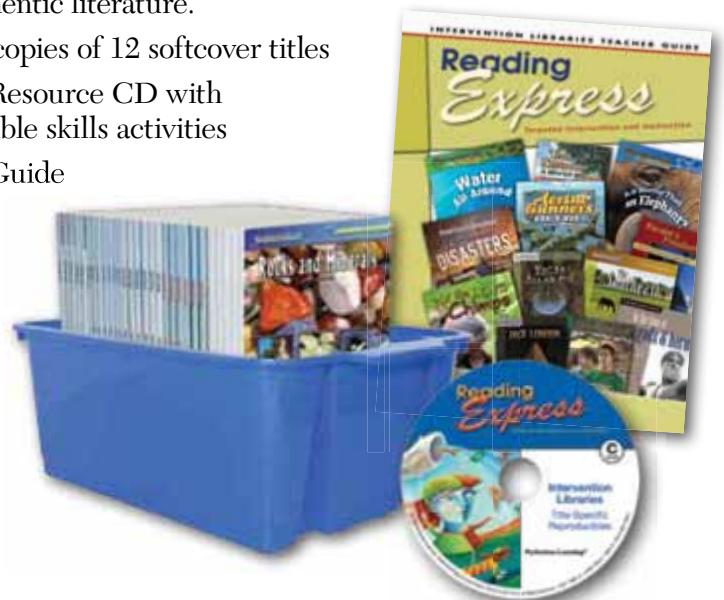


**Common Core and
state-specific editions!**

Intervention Library Components

Practice and apply the skills addressed in *Reading Express* by reading authentic literature.

- multiple copies of 12 softcover titles
- Teacher Resource CD with reproducible skills activities
- Teacher Guide



“The application of skills in *Reading Express* is open-ended enough to allow for individuality among students. Some other programs currently on the market are very limiting in that they apply a straitjacket, as it were, to stylistic uniqueness. They bring each child, lock step, through instruction. Kids don’t all learn that way and the design of *Reading Express* seems to take that into account. It gives young students more room to demonstrate learning in a far less restrictive environment.”

—Teacher, Jefferson School
Rockland, Massachusetts

Teacher Components

Teacher Guide

Step-by-step suggestions support experienced teachers and those new to the field in delivering the lesson, differentiating instruction, and assessing skill mastery.

Minilessons

Detailed, full-color minilessons for teaching each skill are available digitally for whiteboard use and as overhead transparencies.

ELL Resource

A targeted resource for English Language Learners for each grade level includes over 200 pages of skill-specific lessons and reproducibles.

Assessment

Assessment Resource

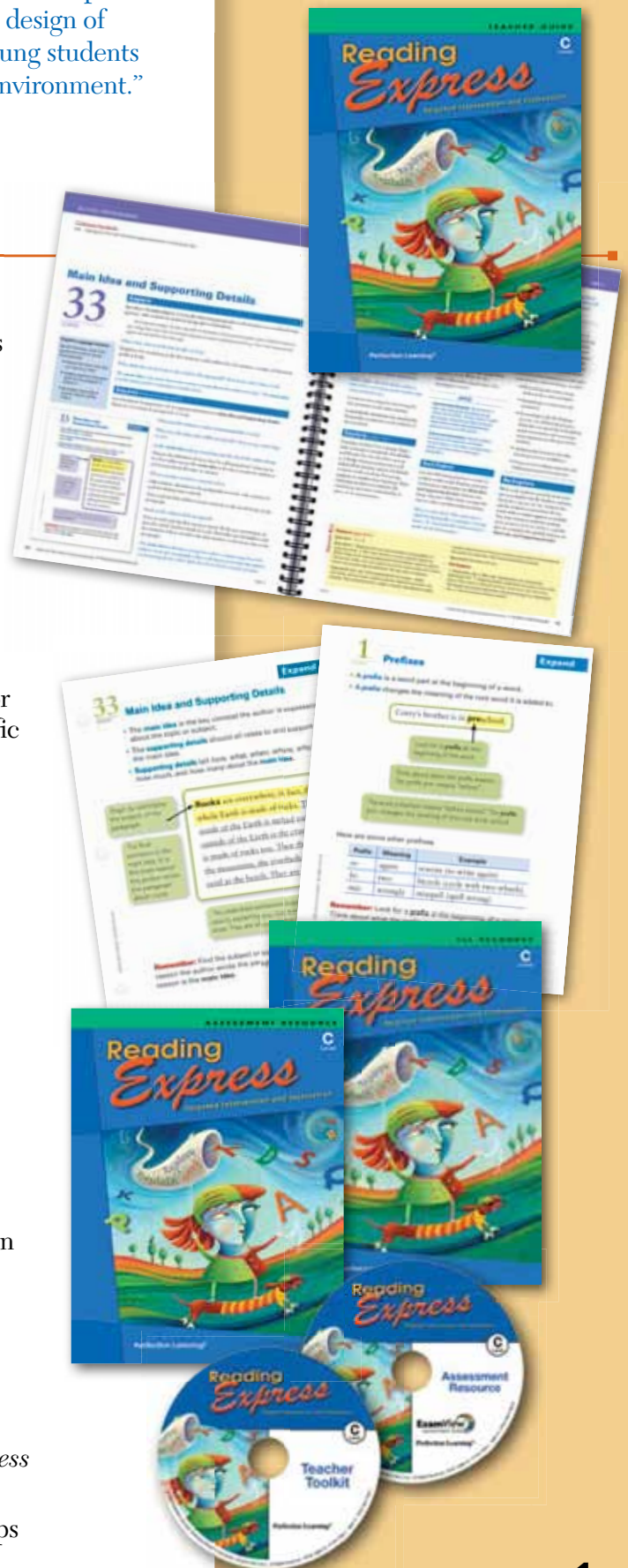
- comprehensive pretest diagnoses individual skill weaknesses
- unit tests over several skill lessons
- comprehensive posttest assesses mastery of skills

ExamView® Software

- all tests in the Assessment Resource are available digitally
- create custom tests
- diagnostic tests and posttests can be administered in electronic or paper and pencil formats
- performance reports by student, class, objective, lesson, and Common Core or state standard

Teacher ToolKit CD

- suggested pacing schedules for using *Reading Express* in a variety of settings
- English Language Learner Best Practices audio clips



Program Overview

Reading Express

Targeted Intervention and Instruction

Reading Express has been customized to specific state standards in

- Arizona
- California
- Florida
- Georgia
- Illinois
- Massachusetts
- Michigan
- New Jersey
- New York
- North Carolina
- Ohio
- Pennsylvania
- Texas
- Virginia

Step-by-step intervention on Common Core reading standards

Sixty grade-level lessons provide comprehensive coverage of Common Core and state standards

- vocabulary skills
- text structures
- literary elements
- reading strategies
- text features
- reading comprehension
- genres
- **Modular, non-sequential design**—select the specific Common Core skills your students need to develop
- **Easy-to-use**—step-by-step guidance and scripting for each part of the lesson
- **Flexible planning**—teach a focused minilesson in as little as 10 to 20 minutes or use in an intensive skill development block
- **Robust data-driven assessment and monitoring**—diagnose skill gaps, track performance, and evaluate progress using either online or pencil and paper assessment tools
- **Research based**—proven results using the Gradual Release of Responsibility teaching model
- **Extensive ELL support**—complete ELL lessons for each standard to build academic vocabulary, introduce concepts, and practice skills

RTI Model of Instruction	Reading Express Lesson Design
Diagnosis	Diagnostic pretest
Targeted Skill Development	Gradual Release of Responsibility Model Introduce the Skill—ELL Resource/Explain Model the Skill—Expand Guided Practice—Explore I activity Independent Practice <ul style="list-style-type: none"> • remaining Explore activities • Re-Explore Application—Intervention Libraries
Assessment and Progress Monitoring	Assess the Skill <ul style="list-style-type: none"> • Exit Ticket • Posttests • ExamView software

RESPONSE TO INTERVENTION

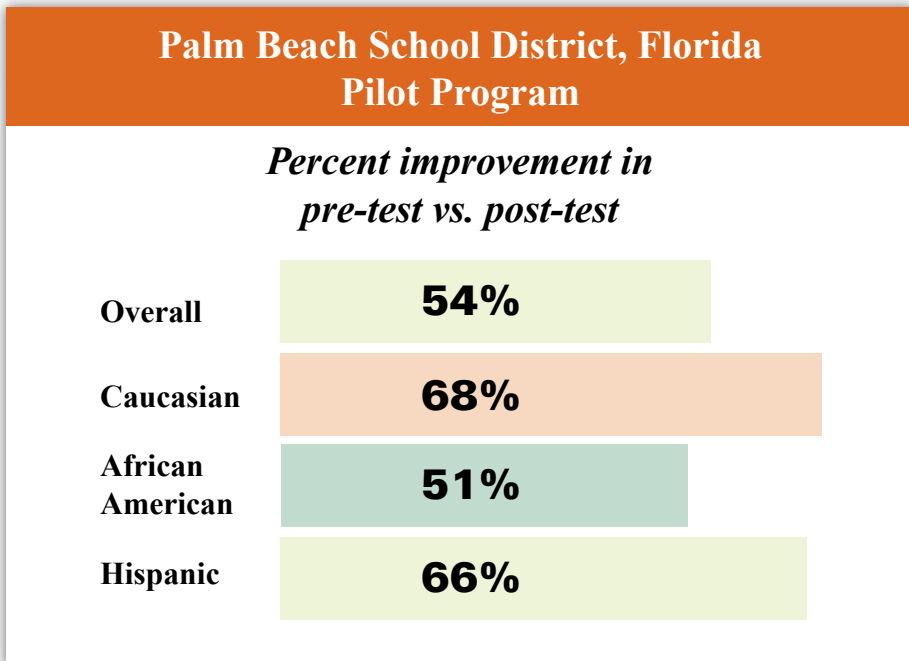
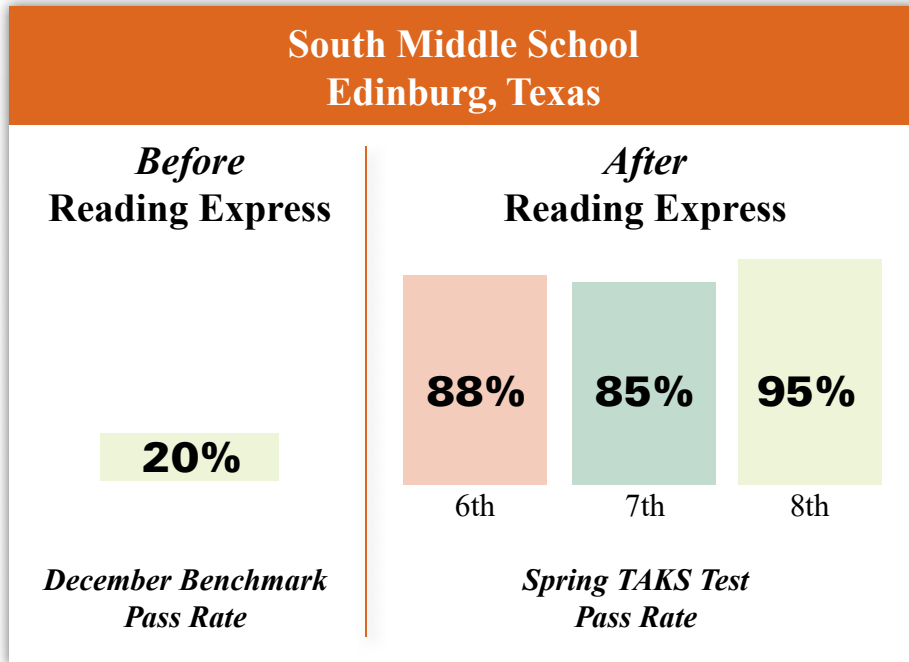


Tier 1
Core
Instruction

Tier 2
Supplemental
Intervention

Tier 3
Intensive
Intervention

Proven Results!



“The special education students who were targeted to use the *Reading Express* material had not ever passed the Texas Assessment of Academic Skills (TAKS). Of the 25 special education students who used *Reading Express* in 8th grade, only 1 student did not pass the test. This student was only 4 questions away from passing.”

—**Instructional Lead Teacher
Edinburg, Texas**

“*Reading Express* has become one of the most useful resources that our school has provided. It has enabled us as teachers to hone in on skills that our students struggle with... With these tools our teaching skills grow as well as improve. If our skills improve then our students’ skills improve. Therefore, *Reading Express* has become somewhat of a savior for our students.”

—**Sixth Grade ELA Teacher
Edinburg, Texas**

“The skills covered are comprehensive and at a good instructional level for Level 1 and 2 students. Given the scope of a full year, I am certain it would be a valuable tool in our classrooms for continued improvement and ongoing skill development.”

—**Sixth Grade Reading Teacher
Wellington Landings Middle School**

Program Scope *Grades 3, 4, and 5*

All books are written on grade level as students must be able to perform at grade level to be successful on state tests. However, grade-level designation does not appear on any program materials, allowing you to use upper level materials with students working far below grade level.

Grade 3		Grade 4		Grade 5	
VOCABULARY SKILLS					
1	prefixes	1	prefixes and suffixes	1	prefixes and suffixes
2	suffixes	2	root words	2	root words
3	root words/base words	3	word origins (Greek and Latin)	3	word origins (Greek and Latin)
4	compound words	4	compound words	4	context clues
5	context clues	5	context clues	5	synonyms and antonyms
6	synonyms	6	synonyms and antonyms	6	homophones
7	antonyms	7	homophones	7	homographs
8	homophones	8	homographs	8	connotation/denotation
9	homographs	9	abbreviations	9	dictionary
10	syllables	10	contractions	10	thesaurus
11	abbreviations	11	connotation/denotation		
12	contractions	12	dictionary		
13	dictionary	13	thesaurus		
TEXT FEATURES					
14	charts	14	charts	11	charts
15	graphs	15	graphs	12	graphs
16	maps	16	maps	13	maps
17	diagrams	17	diagrams	14	diagrams
18	Venn diagram	18	Venn diagram	15	Venn diagram
19	timeline	19	timeline	16	timeline
20	illustrations/photos	20	illustrations/photos/captions	17	illustrations/photos/captions
21	captions	21	table of contents	18	table of contents
22	table of contents	22	glossary	19	glossary
23	glossary	23	index	20	index
24	index	24	headings/subheadings	21	headings/subheadings
25	headings/subheadings				
TEXT STRUCTURES					
26	compare and contrast	25	compare and contrast	22	compare and contrast
27	cause and effect	26	cause and effect	23	cause and effect
28	chronological order	27	chronological order	24	chronological order
29	problem and solution	28	problem and solution	25	problem and solution
30	question and answer	29	question and answer	26	question and answer

Grade 3		Grade 4		Grade 5	
READING COMPREHENSION					
31	author's purpose	30	author's purpose	27	author's purpose
32	reader's purpose	31	reader's purpose	28	reader's purpose
33	main idea and supporting details	32	main idea and supporting details	29	main idea and supporting details
34	summarize	33	summarize	30	summarize
35	conclusions	34	conclusions	31	conclusions
36	predictions	35	predictions	32	predictions
37	inferences	36	inferences	33	inferences
38	recalling facts	37	fact and opinion	34	recalling facts
39	fact and opinion	38	following instructions	35	fact and opinion
40	following instructions	39	connecting to text/world/self	36	following instructions
41	connecting to text/world/self			37	connecting to text/world/self
LITERARY ELEMENTS					
42	plot	40	plot	38	plot
43	character	41	character	39	character
44	setting	42	setting	40	setting
45	theme	43	theme	41	theme
46	point of view	44	mood	42	mood
47	imagery and sensory details	45	point of view	43	point of view
48	similes	46	imagery and sensory details	44	imagery and sensory details
49	metaphors	47	similes and metaphors	45	similes and metaphors
50	alliteration	48	idiom	46	idiom
		49	hyperbole	47	hyperbole
		50	personification	48	personification
		51	alliteration	49	alliteration
GENRES					
51	fiction	52	realistic fiction	50	realistic fiction
52	fables	53	historical fiction	51	historical fiction
53	fairy tales	54	science fiction	52	science fiction
54	folktales	55	fables	53	fables
55	tall tales	56	fairy tales	54	folktales
56	news articles	57	folktales	55	tall tales
57	biographies	58	tall tales	56	myths/legends
58	drama	59	myths/legends	57	nonfiction
59	poetry	60	news articles	58	autobiographies and biographies
		61	autobiographies and biographies	59	drama
		62	drama	60	poetry
		63	poetry		

Program Scope *Grades 6, 7, and 8*

All books are written on grade level as students must be able to perform at grade level to be successful on state tests. However, grade-level designation does not appear on any program materials, allowing you to use upper level materials with students working far below grade level.

Grade 6		Grade 7		Grade 8	
VOCABULARY SKILLS					
1	prefixes, suffixes, and root words	1	prefixes, suffixes, and root words	1	prefixes, suffixes, and root words
2	word origins	2	word origins	2	word origins
3	context clues	3	context clues	3	context clues
4	synonyms and antonyms	4	connotation and denotation	4	connotation and denotation
5	homophones	5	multiple-meaning words	5	multiple-meaning words
6	connotation and denotation	6	dictionary	6	dictionary
7	multiple-meaning words	7	thesaurus	7	thesaurus
8	dictionary	8	analogies	8	analogies
9	thesaurus				
TEXT FEATURES					
10	charts	9	charts	9	charts
11	graphs	10	graphs	10	graphs
12	maps	11	maps	11	maps
13	diagrams and visuals	12	diagrams and visuals	12	diagrams and visuals
14	graphic organizers	13	graphic organizers	13	graphic organizers
15	timeline and outline	14	timeline and outline	14	timeline and outline
16	table of contents, index, and glossary	15	table of contents, index, and glossary	15	table of contents, index, and glossary
17	headings and subheadings	16	headings and subheadings	16	headings and subheadings
				17	sidebars
				18	footnotes
TEXT STRUCTURES					
18	compare and contrast	17	compare and contrast	19	compare and contrast
19	cause and effect	18	cause and effect	20	cause and effect
20	sequential and chronological order	19	sequential and chronological order	21	sequential and chronological order
21	problem and solution	20	problem and solution	22	problem and solution
22	question and answer	21	question and answer	23	question and answer
				24	proposition and support

Grade 6		Grade 7		Grade 8	
READING COMPREHENSION					
23	author's purpose	22	author's purpose	25	Author's purpose
24	reader's purpose	23	reader's purpose	26	Reader's purpose
25	main idea and supporting details	24	main idea and supporting details	27	main idea and supporting details
26	inferences and conclusions	25	inferences and conclusions	28	inferences and conclusions
27	predictions	26	predictions	29	predictions
28	reading critically	27	reading critically	30	reading critically
29	fact and opinion	28	fact and opinion	31	fact and opinion
30	following instructions	29	connecting text to text/self/world	32	connecting text to text/self/world
31	connecting text to text/self/world	30	propaganda	33	propaganda
LITERARY ELEMENTS					
32	plot	31	plot	34	plot
33	character	32	conflict	35	conflict
34	setting	33	character	36	character
35	theme	34	setting	37	setting
36	mood and tone	35	theme	38	theme
37	point of view	36	mood and tone	39	mood and tone
38	imagery	37	point of view and voice	40	point of view and voice
39	similes and metaphors	38	imagery	41	allusions
40	idiom	39	similes and metaphors	42	similes and metaphors
41	personification and alliteration	40	idiom	43	idiom
42	symbolism	41	personification and alliteration	44	irony
43	dialogue	42	symbolism	45	symbolism
44	flashback and foreshadowing	43	dialogue	46	dialogue
		44	flashback and foreshadowing	47	flashback and foreshadowing
GENRES					
45	historical fiction	45	short stories	48	short stories
46	science fiction and fantasy	46	myths and legends	49	myths and legends
47	fables	47	newspapers, magazines, and electronic sources	50	newspapers, magazines, and electronic sources
48	myths and legends	48	autobiographies and biographies	51	autobiographies and biographies
49	newspapers, magazines, and electronic sources	49	drama	52	poetry
50	autobiographies and biographies	50	poetry	53	informational materials
51	drama	51	informational materials	54	consumer and workplace documents
52	poetry				
READING STRATEGIES					
53	previewing	52	previewing	55	previewing
54	self-questioning	53	self-questioning	56	self-questioning
55	making connections	54	making connections	57	making connections
56	monitoring	55	monitoring	58	monitoring
57	summarizing	56	summarizing	59	summarizing
58	evaluating	57	evaluating	60	evaluating



Lesson Structure

Intensive Skill Intervention in 5 Easy Steps

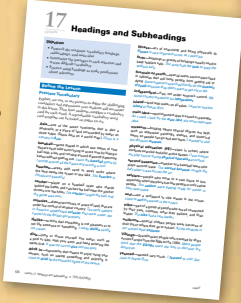
Flexible lessons can be adapted to available time frames

- teach a focused minilesson in as little as 10 to 20 minutes
- provide a 30-, 60-, or 90-minute intensive skill-development block
- split study over several days

1 Introduce the Skill

Explain

A quick introduction to the standards-based skill for the whole class or small groups.



ELL Resource—frontload vocabulary and build background knowledge for English Language Learners.

2 Model the Skill

Expand

A Minilesson is used to model each skill. Available digitally for whiteboard use and as overhead transparencies, the scripted instruction with step-by-step questioning is designed to engage students.



Student expectations are aligned with specific state standards and/or Common Core State Standards.

TEXT FEATURES

Common Core Standards

- L.6:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 6 topic or subject area.

Headings and Subheadings

17

LESSON

Explain

Use a magazine article to introduce **headings and subheadings**. Have students look at copies of the same magazine or create overhead transparencies of the pages in the article. Point to the title of the article.

What is the title of this article? (Answers will vary.) Who or what will this article be about? (Answers will vary.)

Point to the first major heading in the article.

This is a heading. It is like a title inside the body text of the article. What does this heading tell you about the topic? (Answers will vary.)

Have students read silently the paragraphs that follow the heading.

Think about the heading. How do the facts in the paragraph fit with the heading? (The facts fit the major topic or idea expressed by the heading.)

Now point to the first subheading in the article.

This is a subheading. It goes into more detail about the topic under the heading. What more will you learn about the topic by reading the paragraphs that follow this subheading? (Answers will vary.)

English Language Learners

See *ELL Resource*, Level F, for approaches to addressing the following issues.

- Preteach the academic vocabulary *headings, subheadings, title, and topic*
- Summarize the passages in each selection and review difficult vocabulary
- Practice using headings to make predictions about selections

Use a similar procedure to discuss the other headings and subheadings in the article.

Headings and subheadings organize text and provide a guide for readers about what they will be reading.

Expand (Overhead Transparency 17)

Use Overhead Transparency 17 as a group minilesson on **Headings and Subheadings**. Begin by reviewing the discussion in the Explain section.

How are headings and subheadings like titles? (They organize text and tell readers the topics they will read. Headings and subheadings also present clues about the kinds of facts that will be read.)

Discuss headings and subheadings by reading aloud the bullet points on the transparency. Then read aloud the first heading on the transparency. Then share the first sidebar aloud.

What place is named by this heading? (Puerto Rico)

Read the second sidebar aloud and discuss the two subheadings. Point out that the subheadings are in caps and lowercase instead of all caps. The subheadings divide the text into two parts. Both parts tie in with the main heading.

17 Headings and Subheadings **Expand**

- Headings are titles in a passage. Each one is at the beginning of a major section in the passage. It tells the topic of the section.
- Subheadings are titles of paragraphs with details about the topic of a major section of a passage.

First look at the heading. It tells you the major topic of the passage. What place will you learn about?

PUERTO RICO

Early People

Native Americans lived on the island of Puerto Rico for more than 4,000 years. The people called themselves Taino. Their island was named Borinquen. Christopher Columbus arrived on his second voyage in 1493.

Two New Groups Arrive

Spanish settlers flooded Puerto Rico after Columbus's arrival. They enslaved the Taino. Sicknesses from Europe killed most of the Native Americans. Spain began to send enslaved Africans to the island.

Beneath a heading you will often find a subheading or subheadings. They tell what paragraphs will be about. The first subheading tells you that the following paragraph will be about the early people of Puerto Rico. What do you think the second paragraph will be about?

continued

“...There is a simplicity and ease about the setup that allows the curriculum to be very useful. The step-by-step guidance... along with the accompanying assignments and discussion suggestions add up to a very useful and time-saving tool.”

—Seventh Grade ELA Teacher

UNIT 2

The first subheading tells about the early people who lived in Puerto Rico.

Read aloud the paragraph below the first subheading.

What were the early people called? (Taino)

How long did they live on the island before Christopher Columbus arrived? (4,000 years)

What kinds of groups would arrive after the early people? (people who are different from the early people)

Read aloud the paragraph after the second subheading.

What other two groups of people settled in Puerto Rico? (Spanish settlers and enslaved African Americans)

Explain to students that both paragraphs tell about settlers. The subheadings hint that there were three different groups of settlers. The main heading tells you that they settled in Puerto Rico.

The headings and subheadings organize major topics and details within a passage. Use headings and subheadings to help you identify the most important ideas you should remember about a passage or an article. Write down these facts as notes. They will help you remember what you read, help you write reports or prepare other kinds of class projects, and help you study for tests.

Conclude the minilesson by reading the Remember statements at the bottom of the overhead.

Explore

(Lesson 17 in Student Practice Binder)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise

as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercise(s). Some students may benefit from blocking the assignments into smaller segments.

Extend: Have students work in pairs and examine the headings and subheadings included in newspaper or magazine articles. Ask students to list these headings and subheadings. Have them use the headings to write a brief description of the article's content.

APPLY

Science: Point out that headings and subheadings can be used to make an outline of a passage or article. Remind students that headings would be listed as major parts of the outline and that subheadings should be placed under the main headings. Explain that using these kinds of headings is a good way to organize notes for science.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on Headings and Subheadings. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

How are headings and subheadings different? (Headings explain the main ideas of a topic. Subheadings tie into the main ideas in a heading.)

How can readers use headings and subheadings? (Readers can use them to help prepare to read a passage, to help identify the most important ideas in a passage, and to take notes about a passage to create a study guide.)

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

(Lesson 17 in Student Practice Binder)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on

America and Native Americans; 4. They fought, and the Vikings either left or took on the ways of Native Americans. 5. *Suggested answer:* Vikings and Native Americans; 6. that Columbus was the first European to reach Puerto Rico; 7. *Suggested answer:* Columbus Reaches Puerto Rico

Exercise IV: *Answers will vary.*

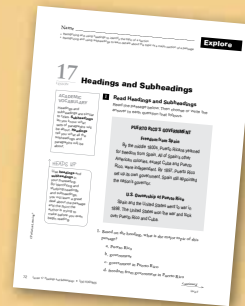
Re-Explore (Lesson 17 in Student Practice Binder)

1. b; 2. c; 3. c; 4. b

3 Practice the Skill

Explore

Scaffolded student practice for each skill. Explore activities are available in both reproducible and consumable workbook format.



4 Assess the Skill

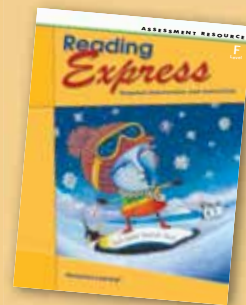
Exit Ticket

An oral assessment of the skill.

Assessment Resource and

ExamView® Software

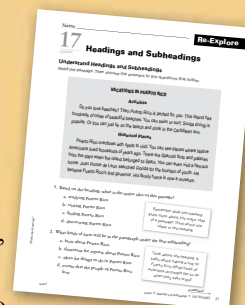
Four tests can be used for diagnosis of skill weaknesses and measuring progress.



5 Remediation/ Additional Practice

Re-Explore

If students continue to perform below expectations, additional reproducible practice activities are included.



Answer Key

Explore (Lesson 17 in Student Practice Binder)

Exercise I: 1. c; 2. b; 3. Headings are usually set off from subheadings by being all caps, bolded, or larger type.

Exercise II: 1. that the passage will be about the ways in which the United States has affected Puerto Rico; 2. sports; 3. that the people of Puerto Rico learned to love baseball; 4. that many famous baseball players have come from Puerto Rico

Exercise III: 1. Europeans who came to the New World; 2. *Suggested answer:* Europeans Reach the Americas; 3. Vikings who settled in North



Introduce the Skill

Detailed guidance for pre-teaching the academic vocabulary students will encounter in the lesson.

ELL Resource

A targeted resource provides all teachers the support needed to prepare English Language Learners for each lesson. More than 200 pages of skill-specific lessons with extensive teaching support and reproducibles are available at each grade level to

- introduce and practice vocabulary
- provide direct instruction
- offer targeted practice
- build background knowledge necessary for success

17 Headings and Subheadings *continued*

Preteach Academic Vocabulary and Concepts (headings, subheadings, main idea)

(Display a nonfiction book.) *This is a nonfiction book. It has headings, or titles. (Point to a heading.) The headings are at the beginning of each main section, or part. (Point to a subheading.) The book also has subheadings. A subheading is a title of a subsection, or a smaller section. The headings tell you the main idea, or most important idea, of the section. Subheadings tell you an important detail, or fact, that supports the main idea. If you read the headings and subheadings before you read the rest of the passage, you will get an idea of what you are about to read and can make predictions about the content of the passage.*

(Give small groups of students a nonfiction text with headings and subheadings.) *Find a heading. What do you think the section is about? Find a subheading. What detail will this section describe?*

(Write this sentence frame on the board, and read it aloud: I think that this section will be about _____. Model completing it using one of the headings or subheadings in nonfiction books students are using. Ask each group to read the headings and subheadings they found to the rest of the class and predict what they think the passage will be about using the sentence frame.)

Assess Understanding

(Complete the ELL Explore Headings and Subheadings activity with students. As students work with you, ask comprehension questions.) *What is the heading? What are the subheadings? How many subheadings are there? What is the main idea of this*

went back to the Americas in 1493 to what is now Puerto Rico. (On a world map, indicate Puerto Rico.) In 1493, it was called Borinquen, and the people were called Taino. After Columbus's trip, the Spanish came to Puerto Rico and brought sicknesses that killed many of these Native Americans. (Point out Spain on a world map.) After that, the Spanish made the rest of the Taino people slaves; they took them from their homes and made them work for no pay.

Explore I

(Review the following vocabulary: *yearned, colonies, and independent*. Read aloud the Academic Vocabulary and Heads Up sections. Check for understanding by asking students to restate the information using their own words. Have students echo-read the heading and subheadings. Write the following question frame on the board: What do you think this passage is about? I think this passage is about _____. List students' responses on the board. Read aloud the passage as students follow along. Invite volunteers to restate the information using their own words. Return to the list and check off any correct predictions. Add additional information, if necessary, to make the list accurate.)

(Read aloud each question and possible answer. Elicit the answers orally first, and then ask students to circle the correct answer. Discuss any incorrect answers by asking students to refer back to the passage to find correct answers.)

Explore II

(Review the following vocabulary: *baseball, catcher, and second baseman*. Question students about

Name _____ Date _____ **ELL Explore**

17 Headings and Subheadings

Directions

1. Read the headings and subheadings below from a passage about volcanoes.
2. Read each question.
3. Circle the letter of the correct answer for each question.

Benefits of Volcanoes on Earth

- Mountains Formed
- Minerals and Beautiful Gems Created
- Good Soil Created
- Lakes Formed
- New Land Masses Created

1. What is the heading for this section?
 - a. Benefits of Volcanoes on Earth
 - b. Lakes Formed
2. What do you think this section will be about?
 - a. ways volcanoes are helpful
 - b. how volcanoes are formed

What is the heading? What are the four main subheadings there? What is the passage is about?

responses on the board. Read the passage as students follow along. Return to the list and check off any correct predictions. If necessary, to make it accurate. Read aloud each passage and ask them questions.) *What do we need to write? (headings and*

meanings of the following vocabulary: *Vikings, tribe, and Asia*. Ask students to read the passage and ask them questions.) *What do we need to write? (headings and*

Lesson 17 Headings and Subheadings • TEXT FEATURES 111

Guided practice reinforces ELL instruction.

- Recognizing and using headings to identify the topic of a section
- Recognizing and using subheadings to learn details about the topic of a major section of a passage

Headings and Subheadings

17

LESSON

English Language Learners

See *ELL Resource*, Level F, for approaches to addressing the following issues.

- Preteach the academic vocabulary *headings, subheadings, title, and topic*
- Summarize the passages in each selection and review difficult vocabulary
- Practice using headings to make predictions about selections

Explain

Use a magazine article to introduce **headings and subheadings**. Have students look at copies of the same magazine or create overhead transparencies of the pages in the article. Point to the title of the article.

What is the title of this article? (Answers will vary.) Who or what will this article be about? (Answers will vary.)

Point to the first major heading in the article.

This is a heading. It is like a title inside the body text of the article. What does this heading tell you about the topic? (Answers will vary.)

Have students read silently the paragraphs that follow the heading.

Think about the heading. How do the facts in the paragraph fit with the heading? (The facts fit the major topic or idea expressed by the heading.)

Now point to the first subheading in the article.

This is a subheading. It goes into more detail about the topic under the heading. What more will you learn about the topic by reading the paragraphs that follow this subheading? (Answers will vary.)

Explain

Explain offers teachers a simple, guided approach to introducing skills to students. Activities within the section help teachers illustrate key concepts.

17 Headings and Subheadings

Expand

- **Headings** are titles in a passage. Each one is at the beginning of a major section in the passage. It tells the topic of the section.
- **Subheadings** are titles of paragraphs with details about the topic of a major section of a passage.

First, look at the heading. It tells you the major topic of the passage. What place will you learn about?

PUERTO RICO

Early People

Native Americans lived on the island of Puerto Rico for more than 4,000 years. The people called themselves Taino. Their island was named Borinquen. Christopher Columbus arrived on his second voyage in 1493.

Two New Groups Arrive

Spanish settlers flooded Puerto Rico after Columbus's arrival. They enslaved the Taino. Sicknesses from Europe killed most of the Native Americans. Spain began to send enslaved Africans to the island.

Beneath a heading you will often find a subheading or subheadings. They tell what paragraphs will be about. The first subheading tells you that the following paragraph will be about the early people of Puerto Rico. What do you think the second paragraph will be about?

Explain

Use a magazine article to introduce **headings and subheadings**. Have students look at copies of the same magazine or create overhead transparencies of the pages in the article. Point to the title of the article.

What is the title of this article? (Answers will vary.) Who or what will this article be about? (Answers will vary.)

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Think about the heading. How do the facts in the paragraph fit with the heading? (The facts fit the major topic or idea expressed by the heading.)

Now point to the first subheading in the article.

This is a subheading. It goes into more detail about the topic under the heading. What more will you learn about the topic by reading the paragraphs that follow this subheading? (Answers will vary.)

Use a similar procedure to discuss the other headings and subheadings in the article.

Headings and subheadings organize text and provide a guide for readers about what they will be reading.

Introduce the skill with warm-up exercises supported by easy-to-use notes.

Model the Skill



Expand

Each **Minilesson** provides a step-by-step walkthrough of the key skill for the lesson.

Minilessons assist teachers in modeling the skill by combining direct, specific instruction with easy-to-understand examples.

Minilessons are available both digitally for whiteboard use and as overhead transparencies.

A reduced, yet readable copy of the minilesson is featured in the Teacher Guide for the ease of preparing for the lesson.

TEXT FEATURES

- Recognizing and using headings to identify the topic of a section
- Recognizing and using subheadings to learn details about the topic of a major section of a passage

Headings and Subheadings

17

LESSON

Explain

Use a magazine article to introduce **headings and subheadings**. Have students look at copies of the same magazine or create overhead transparencies of the pages in the article. Point to the title of the article.

What is the title of this article? (Answers will vary.) Who or what will this article be about? (Answers will vary.)

Point to the first major heading in the article.

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Have students read silently the paragraphs that follow the heading.

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This is a subheading. It goes into more detail about the topic under the heading. What more will you learn about the topic by reading the paragraphs that follow this subheading? (Answers will vary.)

Use a similar procedure to discuss the other headings and subheadings in the article.

Headings and subheadings organize text and provide a guide for readers about what they will be reading.

Expand (Overhead Transparency 17)

Use Overhead Transparency 17 as a group minilesson on **Headings and Subheadings**. Begin by reviewing the discussion in the Explain section.

How are headings and subheadings like titles? (They organize text and tell readers the topics they will read. Headings and subheadings also present clues about the kinds of facts that will be read.)

Expand (Overhead Transparency 17)

Use Overhead Transparency 17 as a group minilesson on **Headings and Subheadings**. Begin by reviewing the discussion in the Explain section.

How are headings and subheadings like titles? (They organize text and tell readers the topics they will read. Headings and subheadings also present clues about the kinds of facts that will be read.)

Discuss headings and subheadings by reading aloud the bullet points on the transparency. Then read aloud the first heading on the transparency.

Then share the first sidebar aloud.

What place is named by this heading? (Puerto Rico)

Read the second sidebar aloud and discuss the two subheadings. Point out that the subheadings are in caps and lowercase instead of all caps. The subheadings divide the text into two parts.

Both parts tie in with the main heading.

English Language Learners

See *ELL Resource*, Level F, for approaches to addressing the following issues.

- Preteach the academic vocabulary *headings, subheadings, title, and topic*
- Summarize the passages in each selection and review difficult vocabulary
- Practice using headings to make predictions about selections

17 Headings and Subheadings Expand

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Two New Groups Arrive

Spanish settlers flooded Puerto Rico after Columbus's arrival. They enslaved the Taino. Sicknesses from Europe killed most of the Native Americans. Spain began to send enslaved Africans to the island.

Beneath a heading you will often find a subheading or subheadings. They tell what paragraphs will be about. The first subheading tells you that the following paragraph will be about the early people of Puerto Rico. What do you think the second paragraph will be about?

34 Lesson 17 Headings and Subheadings • TEXT FEATURES

Model the skill and teach the lesson with point-by-point teacher support.

17

LESSON

Headings and Subheadings

Expand

- **Headings** are titles in a passage. Each one is at the beginning of a major section in the passage. It tells the topic of the section.
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continued →

A bulleted description of the relevant academic vocabulary associated with the skill lesson

The teacher reads through the scripted support on the minilesson, leading students through a step-by-step example.

Last, read the paragraphs to find out specific facts and details about each subheading. Together, both paragraphs will provide information about the major topic, Puerto Rico.

Remember: Headings and subheadings give you clues about a passage. Skim a passage and look at the headings. Now you will have a good idea about the topic you will be reading.

Each minilesson concludes with **Remember**, a recap of the featured skill, often offering a strategy for recognizing or remembering critical skill information.



Practice the Skill

Student practice is available in a reproducible format in the Student Practice Binder and also in a consumable student workbook format.

Explore

Explore activities provide scaffolded student practice for each standards-based skill. Each lesson is supported by two to four student activities.

Explore activities follow the gradual release of responsibility instructional model. Practice exercises progress from guided practice, to partner activities, and finally to independent practice.

Activities cover the range of item types students typically encounter in high-stakes tests such as

- multiple-choice
- constructed response
- short answer
- graphic organizers
- writing exercises

Explore activities in the grades 6 to 8 kits address critical thinking skills. One activity generally features a graphic organizer and the final exercise involves low-stakes writing.

Academic vocabulary taught during the minilesson is provided as a reference and review for students on the first **Explore** activity for each lesson.

Specific standards are featured at the top of the first **Explore** activity for each lesson.

Explore

Name _____

TEKS Student Expectations

6.5. (B) The student is expected to use various strategies to understand and recall text information such as previewing, skimming, using graphic aids and headings, rereading, and reviewing.

6.13. (B) The student is expected to use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).

17

Headings and Subheadings

LESSON

ACADEMIC VOCABULARY

Headings and subheadings are similar to titles. **Subheadings** let you know what sets of paragraphs will be about. **Headings** tell you what all the subheadings and paragraphs will be about.

HEADS UP

Use **headings** and **subheadings** in your prereading. By identifying and studying headings and subheadings, you will learn a great deal about the passage and the point the author is trying to make before you even begin reading.

PUERTO RICO'S GOVERNMENT

Freedom from Spain

By the middle 1800s, Puerto Ricans yearned for freedom from Spain. All of Spain's other American colonies, except Cuba and Puerto Rico, were independent. By 1897, Puerto Rico set up its own government. Spain still appointed the nation's governor.

U.S. Ownership of Puerto Rico

Spain and the United States went to war in 1898. The United States won the war and took over Puerto Rico and Cuba.

1. Based on the heading, what is the major topic of this passage?

- Puerto Rico
- government
- government in Puerto Rico
- freedom from government in Puerto Rico

Heads Up offers students a strategy or another way to think about the skill.

Explore Activity I is always a multiple-choice or lower-stakes activity. The activities are scaffolded to become more difficult.

The corresponding **Explore** section in the Teacher Guide supports the **Explore** reproducible activities with suggestions for differentiated instruction.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercise(s). Some students may benefit from blocking the assignments into smaller segments.

Extend: Have students work in pairs and examine the headings and subheadings included in newspaper or magazine articles. Ask students to list these headings and subheadings. Have them use the headings to write a brief description of the article's content.

The first subheading tells about the early people who lived in Puerto Rico. Read aloud the paragraph below the first subheading.

What were the early people called? (Taino)

How long did they live on the island before Christopher Columbus arrived? (4,000 years)

What kinds of groups would arrive after the early people? (people who are different from the early people)

Read aloud the paragraph after the second subheading.

What other two groups of people settled in Puerto Rico? (Spanish settlers and enslaved African Americans)

Explain to students that both paragraphs tell about settlers. The subheadings hint that there were three different groups of settlers. The main heading tells you that they settled in Puerto Rico.

The headings and subheadings organize major topics and details within a passage. Use headings and subheadings to help you identify the most important ideas you should remember about a passage or an article. Write down these facts as notes. They will help you remember what you read, help you write reports or prepare other kinds of class projects, and help you study for tests.

Conclude the minilesson by reading the Remember statements at the bottom of the overhead.

Explore

(Lesson 17 in Student Practice Binder)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise

as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercise(s). Some students may benefit from blocking the assignments into smaller segments.

Extend: Have students work in pairs and examine the headings and subheadings included in newspaper or magazine articles. Ask students to list these headings and subheadings. Have them use the headings to write a brief description of the article's content.

APPLY

Science: Point out that headings and subheadings can be used to make an outline of a passage or article. Remind students that headings would be listed as major parts of the outline and that subheadings should be placed under the main headings. Explain that using these kinds of headings is a good way to organize notes for science.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Headings and Subheadings**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

How are headings and subheadings different? (Headings explain the main ideas of a topic. Subheadings tell how paragraphs tie into the main ideas in a heading.)

How can readers use headings and subheadings? (Readers can help prepare to read a passage by identifying the most important passage, and to take notes.)

Pause and Evaluate

Reflect on students' performance at this point. If they have demonstrated understanding during independent work, the Exit Ticket conference on implementing ideas supported in Apply to transfer the skill beyond this skill-specific activity.

If you feel that students have demonstrated an understanding of

- Reteaching the lesson for different text and exercises.
- Reteaching a certain concept to avoid confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

(Lesson 17 in Assessment Resource)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on

Answer Key

Explore (Lesson 17 in Student Practice Binder)

Exercise I: 1. c; 2. b; 3. Headings are usually set off from subheadings by being all caps, bolded, or larger type.

Exercise II: 1. that the passage will be about the ways in which the United States has affected Puerto Rico; 2. sports; 3. that the people of Puerto Rico learned to love baseball; 4. that many famous baseball players have come from Puerto Rico

Exercise III: 1. Europeans who came to the New World; 2. Suggested answer: Europeans Reach the Americas; 3. Vikings who settled in North

America and Native Americans; 4. They fought, and the Vikings either left or took on the ways of Native Americans; 5. Suggested answer: Vikings and Native Americans; 6. that Columbus was the first European to reach Puerto Rico; 7. Suggested answer: Columbus Reaches Puerto Rico

Exercise IV: Answers will vary.

Re-Explore (Lesson 17 in Assessment Resource)

1. b; 2. c; 3. c; 4. b

APPLY

Science: Point out that headings and subheadings can be used to make an outline of a passage or article. Remind students that headings would be listed as major parts of the outline and that subheadings should be placed under the main headings. Explain that using these kinds of headings is a good way to organize notes for science.

Suggestions for practical application of the skills and strategies to other areas of the curriculum.

Student Practice Skill Application

Reading Intervention Libraries

Practice and apply the Common Core skills addressed in *Reading Express* by reading authentic literature.

Each Intervention Library includes books specifically chosen to supplement the skills instruction in the Grade-Level Kit.

- Authentic literature—multiple copies of 12 softcover titles
- Teacher Resource CD with reproducible skills activities
- Teacher Guide

Ideal for

- guided reading groups
- independent reading
- book talks
- literature circles
- buddy reading
- genre studies



Authentic Literature

- interesting, accessible titles
- range of reading levels
- wide variety of genres
- mix of nonfiction and informational texts
- cover many standards-based curriculum areas in science, social studies, and math

Teacher Resource CD

Reproducible, title-specific skill building activities for each title in the library. Offers additional practice on the skills in the *Reading Express* Grade-Level Kits. Covers such Common Core skills as


- vocabulary
- comprehension
- writing
- science and social studies informational text skills

Teacher Guide

Detailed guidance for using the titles to create successful readers

- model lessons
- title-specific strategy recommendations
- 32 graphic organizers to practice Common Core skills
- pacing guides
- pre-reading, during-reading, and after-reading suggestions for teaching fiction and informational text

Name _____



SUMMER OF SECRETS

Chapters 1-2

Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

handle	instructed	hidden
catfish	branches	imagine
promised	examined	bandannas
glimmer	blacksmith	

Example: Pamela instructed students in piano.

1. The steamboat's lights were a faded _____ on the winding river.

_____ a life without the flow of the Mississippi.

Grade 3

GL 1-3, LEX 200-500

Can You Guess What It Is?
Half Free
How Many In All?
Is It Heavier Than An Elephant?
The Jesse Owens Story
Looking Back at Ancient Greece
The Mystery of the Gross Gift
Rocks and Minerals
Sea Turtles: Creatures of Mystery
Tales of Animals
Tall Shadow: A Navajo Boy
What's the Solution?

Grade 4

GL 2-4, LEX 400-700

America's Early Settlers
Animal Records
Courage on the Oregon Trail
David Joins the California Gold Rush
Escape to Freedom: Coming to America from Cuba—1961
Record Breakers: Incredible Sports Achievements
Symmetry in Nature
Tales of Ancient Civilizations
Technology and Natural Disasters
To a Foreign Shore
Tragedy from the Sea: The Galveston Hurricane of 1900
Water All Around

Grade 5

GL 3-5, LEX 600-900

Aerial Gunners of World War II
At Home in the Ocean
Bones
Breaking Barriers: Athletes Who Led The Way
Conrad Elroy, Powder Monkey: The Role of the Navy in the Civil War
Electrical Circuits
Numbers in Science
Rocks and Minerals
Simple Machines
The Southeast
Summer of Secrets
Tales of the Seven Wonders

Grade 6

GL 4-6, LEX 600-900

Crossing the Line: A Tale of Two Teens in the Gaza Strip
Energy Sources
The Frozen Face
Modern Disasters
The Mystery of the Piltown Skull
Paulo's Wall
Retold Edgar Allan Poe
Retold Huckleberry Finn
Spies of the American Revolution
Unbelievable Truths That Are Stranger Than Fiction
When the World Stopped
Whodunit? How the Police Solve Crimes

Grade 7

GL 5-7, LEX 700-1000

America's Greatest Natural Disasters
Atticus Weaver and His Triumphant Leap from Outcast to Hero and Back Again
Be Very Much Afraid
Chelsey and the Green-Haired Kid
Chilling Tales from Literature and Legend
Elections and Political Parties
Explorers to the New World
Extreme Sports
Global Warming
Hazardous Heights
Retold African American Folktales
Retold Jack London

Grade 8

GL 6-8, LEX 800-1100

The Accusation
The American Flag
Ancient Mythology
China
The Code
Consumption and Waste
Famous Crimes and Trials
For the Love of Chimps: The Jane Goodall Story
The Ghost Who Looked Like Me
Retold American Hauntings
Retold Mark Twain
The Shining Prince

“The importance of reading as an avenue to improved reading has been stressed by theorists, researchers and practitioners alike, no matter what their perspectives. There are few ideas more widely accepted than that reading is learned through reading.”

—National Reading Panel, 2000

Reinforce Common Core reading skills by providing students with interesting, accessible books incorporating these skills.

GL=Grade Level ■ LEX=Lexile

Reading Express Intervention Library Grade 4

Lesson 24	Headings/Subheadings
Lesson 25	Compare and Contrast
Lesson 26	Cause and Effect
Lesson 27	Chronological Order
Lesson 28	Problem and Solution
Lesson 29	Question and Answer
Lesson 30	Author's Purpose

Reading Intervention Library Common Core Standards Alignment Grade 6

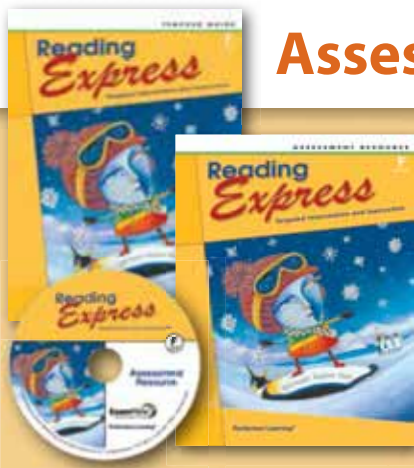
READING: LITERATURE

Key Ideas and Details

	The Mystery of the Piltown Skull	Can You Believe That?	Whodunit? How the Police Solve Crimes	Spies of the American Revolution	Energy Sources	Sending out on SOS: Modern Disasters That Rocked the World	The Frozen Face	Retold Huckleberry Finn	When the World Stopped	Paulo's Wall	Crossing the Line: A Tale of Two Teens in the Gaza Strip	Retold Edgar Allan Poe
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x ✓							x ✓	x ✓	x ✓	x ✓	x ✓
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	x	x ✓	x	x ✓	x	x ✓	x ✓	x ✓	x ✓	x ✓	x ✓	x
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	x	x ✓			x	x	x ✓	x ✓	x ✓	x ✓	x ✓	x ✓

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice	x	x ✓	x	x	x	x ✓	x	x	x			x
--	---	--------	---	---	---	--------	---	---	---	--	--	---



Assess the Skill

By using the suggested questions as well as evaluating the student work on the **Explore** activities, teachers can make a formative assessment on the particular standard being studied.

Exit Ticket

Exit Ticket is an oral assessment of the featured skill in a reading conference setting. The Teacher Guide includes questions for the teacher to ask and evaluate, along with the student work in the **Explore** activities, as formative assessment.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Headings and Subheadings**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

How are headings and subheadings different? (Headings explain the main ideas of a topic. Subheadings tell how paragraphs tie into the main ideas in a heading.)

The first subheading tells about the early people who lived in Puerto Rico.

Read aloud the paragraph below the first subheading.

What were the early people called? (Taino)

How long did they live on the island before Christopher Columbus arrived? (4,000 years)

What kinds of groups would arrive after the early people? (people who are different from the early people)

Read aloud the paragraph after the second subheading.

What other two groups of people settled in Puerto Rico? (Spanish settlers and enslaved African Americans)

as a bridge, independently evaluate students. Then characterize remaining pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercise(s). Some students may benefit from blocking the assignments into smaller segments.

Extend: Have students work in pairs and examine the headings and subheadings included in newspaper or magazine articles. Ask students to list these headings and subheadings. Have them use the headings to write a brief description of the article's content.

APPLY

Science: Point out that headings and subheadings can be used to make an outline of a passage or article. Remind students that headings would be listed as major parts of the outline and that subheadings should be placed under the main headings. Explain that using these kinds of headings is a good way to organize notes for science.

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or took on the ways of Native Americans. 5. *Suggested answer:* Vikings and
Native Americans; 6. that Columbus was the first European to reach Puerto
Rico; 7. *Suggested answer:* Columbus Reaches Puerto Rico
Exercise IV: Answers will vary.
Re-Explore (Lesson 17 in Student Practice Binder)
1. b; 2. c; 3. c; 4. b

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

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Re-Explore

(Lesson 17 in Student Practice Binder)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on

If students meet expectations, the standard should be considered mastered. If students do not meet expectations, teachers have several options, including the **Re-Explore** activities.

Assessment Resource with ExamView® Software

In addition to the formative assessment provided in the **Exit Ticket** step in the Teacher Guide, the program also includes extensive diagnostic and summative assessment and student reporting options through the Assessment Resource and ExamView Software.

Pre and Post Tests

Four full-length tests covering all standards can be used for

- diagnosing performance gaps
- measuring progress
- assessing skill mastery

Unit Tests

Two tests per unit provide opportunities for testing following instruction as well as retesting if reteaching is necessary.

ExamView Software

The powerful ExamView software allows you to use the *Reading Express* item bank to

- digitally deliver all tests in the Assessment Resource
- create custom tests focused on specific state or Common Core standards
- format tests based on your state assessments
- administer tests in paper and pencil or electronic formats
- create performance reports by student, class, objective, and state or Common Core standard



Name _____ Date _____

Class _____

Pretest

Unit 2 - Text Features

Directions: Use the pie chart below to answer questions 1 and 2.

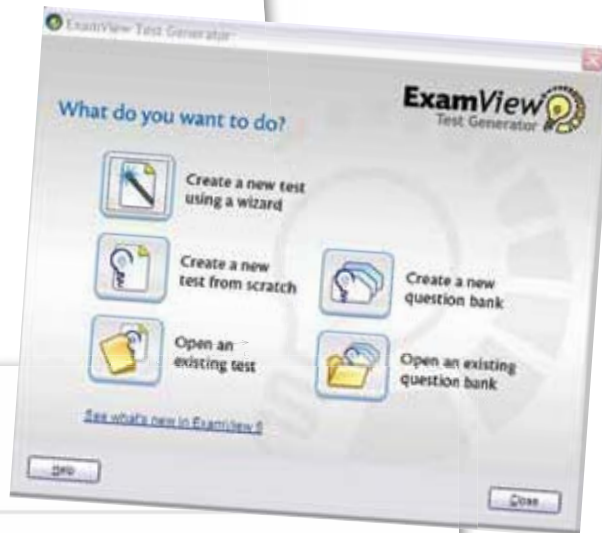
Country	Total Area (in square km)
Argentina	2,766,890
Bolivia	1,098,580
Brazil	8,511,965
Chile	756,965
Colombia	1,138,910
Ecuador	283,560
Paraguay	406,750
Peru	1,285,220
Uruguay	176,220
Venezuela	912,050
Guyana	214,970
Suriname	163,270

1. Which South American country covers the smallest total area?

- Brazil
- Suriname
- Bolivia
- Uruguay

2. What conclusion can you draw from the chart?

- There is a large difference in the sizes of the countries in South America.
- Most of the countries in South America are about the same size.
- All the countries in South America are smaller than Venezuela.
- South America is the smallest continent in the world.



Learning Focus

Mrs. Juanita Sanchez
Washington Elementary
Reading

Rosa Izquierdo

Category: Test
Term: All
Focus Range: 0% to 89%

Learning Objective	# Items	Average	Points	0%	50%	100%
Defining and identifying compound words	2	0%	0/2	[Progress bar]		
Defining and identifying prefixes	2	56%	1/2	[Progress bar]		
Determining the meaning of compound words in context and in isolation	2	0%	0/2	[Progress bar]		
Determining the meaning of words containing prefixes in context and in isolation	2	100%	1/2	[Progress bar]		
Recognizing how prefixes change a word's meaning	2	100%	1/2	[Progress bar]		

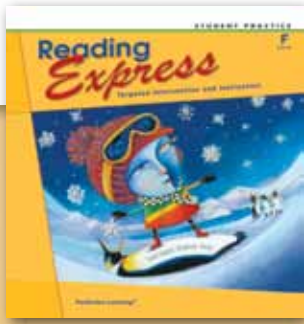
Note: The shaded area shows the performance for the median 70% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores for 14 students (70%) would be represented. The diamond (◆) shows your actual performance. Use the graphs to see how you performed in relation to your class. For example, if the diamond appears near or past the right edge of the shaded area, your performance is in the upper range for your class. If the shaded area is relatively short, students' scores were similar.

ExamView Test Manager File Edit View Student Assignment Report Help

ExamView Test Manager - Reading.cls

Washington Elementary Reading
Mrs. Juanita Sanchez

		Pretest: Vocabulary (Unit One)	Test One: Vocabulary
		06/19 Test Term 1 26 pts	06/19 Test Term 1 26 pts
Name ▼	Student ID	Score	Score
Aber, Alexander	1001	53.8%	--
Boehl, Norman	1002	61.5%	--
Coston, Denise	1003	69.2%	--
Gibbons, Roderick	1004	61.5%	--
Hutter, Jean	1005	53.8%	--
Izquierdo, Rosa	1007	88.5%	--
Karthus, Dettel	1008	76.9%	--
Kretten, Carl	1009	61.5%	--
Loeffle, Karsten	1010	76.9%	--
Matsui, Etsuko	1011	69.2%	--
McDowell, Geraldine	1012	57.7%	--
Saarninen, Essi	1017	69.2%	--
Average		66.7%	--



Remediation/Additional Practice

Re-Explore

If students continue to perform below expectations, further practice is available through reproducible **Re-Explore** activities found in the Grade-Level Kit.

Re-Explore item types include

- multiple-choice
- constructed response
- short answer
- graphic organizer
- writing exercises

The item types included in the **Re-Explore** activity for each skill always differ from those used in the initial **Explore** activities. This supports students by offering a different learning approach when additional skill practice is needed.

Name _____

Re-Explore

17

LESSON

Headings and Subheadings

Understand Headings and Subheadings

Read the passage. Then choose the answers to the questions that follow.

VACATIONS IN PUERTO RICO

Activities

Do you love beaches? Then Puerto Rico is perfect for you. This island has hundreds of miles of beautiful beaches. You can swim or surf. Scuba diving is popular. Or you can just lie on the beach and drink in the Caribbean sun.

Historical Places

Puerto Rico overflows with spots to visit. You can see places where Native Americans lived thousands of years ago. There are Spanish forts and palaces from the days when the island belonged to Spain. You can even visit a famous home. Juan Ponce de Leon searched Florida for the fountain of youth. He became Puerto Rico's first governor. His family home is now a museum.

1. Based on the heading, what is the major idea of this passage?
 - a. studying Puerto Rico
 - b. visiting Puerto Rico
 - c. finding Puerto Rico
 - d. discovering Puerto Rico
2. What kinds of facts will be in the paragraph under the first subheading?
 - a. facts about Puerto Rico
 - b. directions for reports about Puerto Rico
 - c. ideas for things to do in Puerto Rico
 - d. events that the people of Puerto Rico love

Remember that the heading gives clues about the major idea of a passage. Think about the ideas in the heading.

Think about the heading. It talks about taking a trip to Puerto Rico. What kinds of activities do people like to do when they take trips?

continued →

Level F

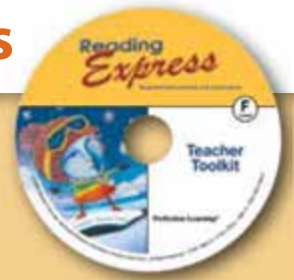
Lesson 17 Headings and Subheadings • TEXT FEATURES 21

Re-Explore

(Lesson 17 in Student Practice Binder)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Headings and Subheadings**.

Additional Resources



Using Reading Express in Differentiated Groupings

(20 minutes/day)

The scaffolded, systematic standards-based skill lessons in *Reading Express* can be used for instruction, targeted intervention, remediation, or supplemental instruction with differentiated groupings. At 20 minutes/day, a full lesson can be completed in 3 days, followed by additional practice, as needed, and skill application. You may choose to use only the Instruction Phase or only the Practice Phase depending upon the needs of the group.

Form differentiated groupings based on

- specific skill weaknesses,
- ability grouping,
- guided reading groups,
- or any other criteria that define a group of students with similar needs.

Differentiated groupings should be fluid and change as the students' needs within the groups change.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Instruction Phase	Practice Phase	Assessment	Application	
<p>Explain: Skill introduction and discussion.</p> <p>Expand: Minilesson.</p>	<p>Explore I: Guided practice.</p> <p>Remaining Explore Activities: Students complete independently or with guidance, as needed.</p>	<p>Exit Ticket: Reading Conference: Guided oral formative assessment of lesson skill for individual students and discussion of Explore activities.</p>	<p>Re-Explore: Additional guided practice, if needed.</p> <p>Follow Apply suggestions for practical real-learning applications of the featured lesson skill.</p> <p>Offer students an opportunity to choose from the Intervention Libraries titles or assign titles based on matching skills identified in the correlation charts or the annotated section of the Intervention Libraries Teacher Guide.</p>	

Teacher ToolKit CD

- Suggested pacing schedules for using *Reading Express*
 - to supplement the basal textbook
 - as intervention with differentiated groupings
 - in a pull-out program
 - in a before- or after-school program
- English Language Learner Best Practices audio clips
- digital version of all minilessons for use with whiteboard technology

Using Reading Express with a Reading Textbook

(10–15 minutes/day)

Reading Express easily aligns with a Reading Textbook to provide excellent supplemental instruction. Units within *Reading Express* clearly define the literacy focus, and the lessons, which focus on discrete skills, are easily matched to the skills featured in Reading Textbook lessons.

The pacing chart below is based on using *Reading Express* supplement the Reading Textbook. Following this 5 days, followed by application of the skill. Each 5 days, followed by application of the skill. Each 5 days, followed by application of the skill. Each 5 days, followed by application of the skill.

Due to the modular organization of *Reading Express*, lessons can be chosen based on a variety of criteria:

- Skill weaknesses identified during comprehension
- Skill weaknesses evident during reading or writing
- Difficulty with presentation of skill in the Reading Textbook
- Difficulty with certain skills during test preparation
- Skills that are included within state standards in the Reading Textbook

DAY 1	DAY 2
Instruction Phase	Practice Phase
Explain and Expand: Skill introduction and minilesson	Explore I: Guided practice

Using Reading Express as a Stand-Alone Program

(45 minutes/day)

Reading Express is a complete literacy skills program. A sample pacing chart provided below explains how to teach a skill lesson based on a 3-day schedule.

Incorporate **Intervention Libraries** titles throughout as time allows. Select titles that correlate to the featured skill, if possible.

DAY 1	DAY 2	DAY 3
<p>Explain and Expand: Skill introduction and discussion and minilesson.</p> <p>Explore: Complete Explore I together as guided practice. Assign the remaining Explore activities as independent practice, providing guidance as needed</p>	<p>Re-Explore: complete these additional activities as guided practice.</p> <p>Exit Ticket: Reading Conference: Guided oral formative assessment of lesson skill for individual students and discussion of Explore activities.</p>	<p>Follow Apply suggestions for practical real-learning applications of the featured lesson skill.</p>

Reading Express

Targeted Intervention and Instruction

Each Grade-Level Kit includes

Student Components

- Student Practice Binder (reproducible)
- Student Practice Workbooks (consumable)

Teacher Components

- Teacher Guide
- Minilessons
- ELL Resource
- Assessment Resource and ExamView® Software
- Teacher ToolKit CD

Each Intervention Library includes

- multiple copies of 12 softcover titles
- Teacher Resource
- Teacher Resource CD

Step-by-step intervention on Common Core reading standards

Sixty grade-level lessons provide comprehensive coverage of Common Core and state standards

- vocabulary skills
- text features
- text structures
- reading comprehension
- literary elements
- genres
- reading strategies
- **Modular, non-sequential design**—select the specific Common Core skills your students need to develop
- **Easy-to-use**—step-by-step guidance and scripting for each part of the lesson
- **Flexible planning**—teach a focused minilesson in as little as 10 to 20 minutes or use in an intensive skill development block
- **Robust data-driven assessment and monitoring**—diagnose skill gaps, track performance, and evaluate progress using either online or pencil and paper assessment tools
- **Research based**—proven results using the Gradual Release of Responsibility teaching model
- **Extensive ELL support**—complete ELL lessons for each standard to build academic vocabulary, introduce concepts, and practice skills

“Reading Express has become one of the most useful resources that our school has provided. It has enabled us as teachers to hone in on skills that our students struggle with...Reading Express has become somewhat of a savior for our students.”

—Sixth Grade ELA Teacher

Perfection Learning®
Perfect for *YOUR* Classroom