

READING EXPRESS LESSON SAMPLER

Level F (Grade 6), Lesson 17—Headings and Subheadings

The contents of this sampler will allow you to teach one complete lesson.

Lesson Structure

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

Diagnostic Assessment

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

- create custom tests focused on specific 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 standard

Introduce the Skill

ELL Resource—

skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English Language Learners.

Explain—

offers a quick introduction to the standards-based skill.

Model the Skill

Expand—

a transparency minilesson is used to model each skill. The Teacher Guide supports the minilesson transparency with additional scripting for intervention and instruction on the featured skill.

Practice the Skill

Explore—

reproducible activities provide scaffolded student practice for each skill. The Teacher Guide includes suggestions for differentiated instruction. Student practice activities are offered as reproducibles and in consumable workbook format.

Assess the Skill

Exit Ticket—

an oral assessment of the featured skill in a reading conference setting. By using the suggested questions, evaluating the student work on the **Explore** activities, and using the Assessment Resource, teachers can make a formative assessment on the particular standard being studied.

Additional Practice

Re-Explore—

if students continue to perform below expectations, reproducible **Re-Explore** practice activities are available in the Grade-Level Kit.

Unit Apply—

Teacher Guide includes unit-level application ideas for practicing multiple skills in authentic classroom activities.

TEKS Student Expectations

- 6.12** Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

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.)

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.

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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.
- **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

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 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 **Headings and Subheadings**.

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 Student Practice Binder)

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

Name _____

Class _____ Date _____

Pretest

Unit 2 ▪ Text Features

Directions: Use the chart below to answer the questions.

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
Guyana	214,970
Paraguay	406,750
Peru	1,285,220
Suriname	163,270
Uruguay	176,220
Venezuela	912,050

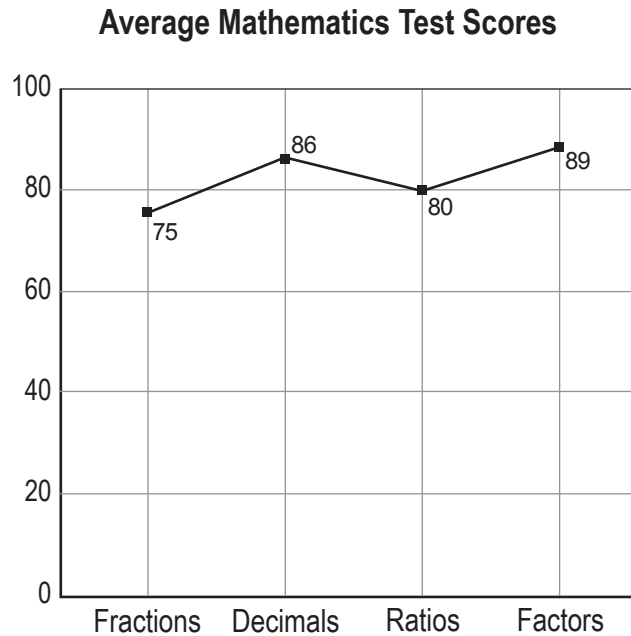
1. Which South American country covers the smallest total area?

- Ⓐ 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.

Directions: Study the line graph below and then answer the questions that follow.



3. What do the numbers on the graph stand for?

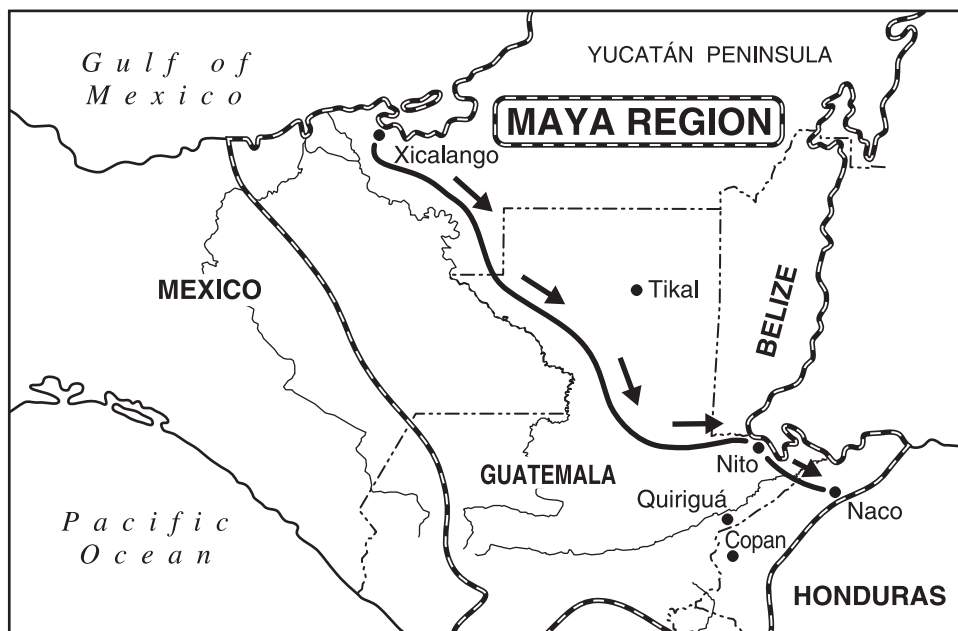
- Ⓐ the number of students who took each mathematics test
- Ⓑ the average mathematics test scores
- Ⓒ the highest mathematics test scores
- Ⓓ the number of students who passed each mathematics test

4. Based on the data, what is the best conclusion you can draw from the graph?

- Ⓐ Every student understood the factors unit.
- Ⓑ Students understood the decimals unit the best.
- Ⓒ Factors are really difficult to learn.
- Ⓓ The most difficult unit for the students was fractions.

Directions: Read the passage below. Use the information from the paragraph and the map to answer the question that follows.

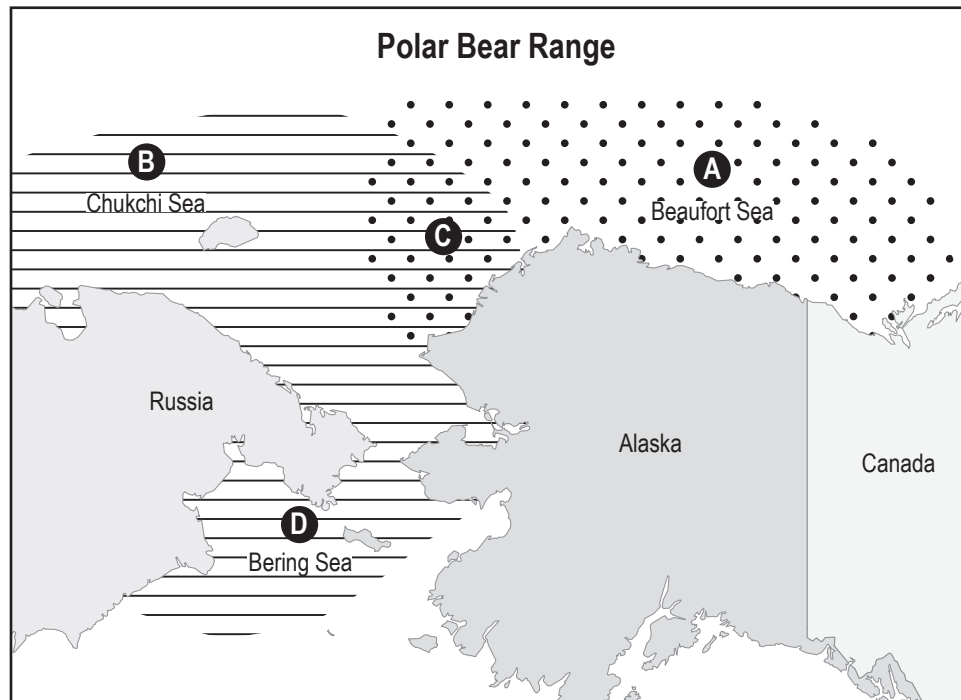
The Maya are a tribe of Central American Indians. In ancient times, they lived in the Mexican areas of Yucatán, Chiapas, and Tabasco, along with Guatemala, Honduras, and Belize. They may have existed as early as 15,000 B.C.E. The ancient Mayan civilization is one of the greatest in history, which is why it is so interesting to study. One aspect of their civilization was their successful trading practices. Around 300 B.C.E., the Maya began trading, or exchanging goods, with other people groups. They continued this practice until their decline. The main trade route ran from the Gulf of Mexico to Honduras.



5. Which city did the Mayan trade route NOT pass through?

- Ⓐ Tikal
- Ⓑ Xicalango
- Ⓒ Nito
- Ⓓ Naco

Directions: The map below shows polar bear habitats. Use the map to answer the question that follows.

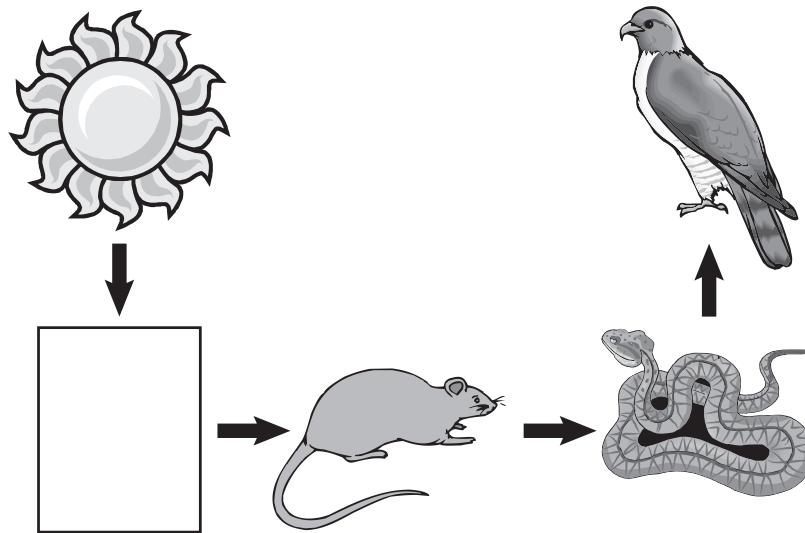


6. At which point on the map would polar bears from both the Beaufort Sea stock and the Bering Sea stock be together at the same time?

- Ⓐ Point A
- Ⓑ Point B
- Ⓒ Point C
- Ⓓ Point D

Directions: Read the following passage and study the diagram. Then answer the question that follows.

The food chain is the movement, or cycle, of food (energy) through a community. The first link is the Sun, which provides energy for green plants to make their own food. Green plants are the second link in the food chain. An animal then eats these plants, forming the third link. The next link in the diagram occurs when the plant eater is consumed by a carnivore, or meat eater. Sometimes another meat eater will then eat the first carnivore, becoming the fifth link in the food chain.



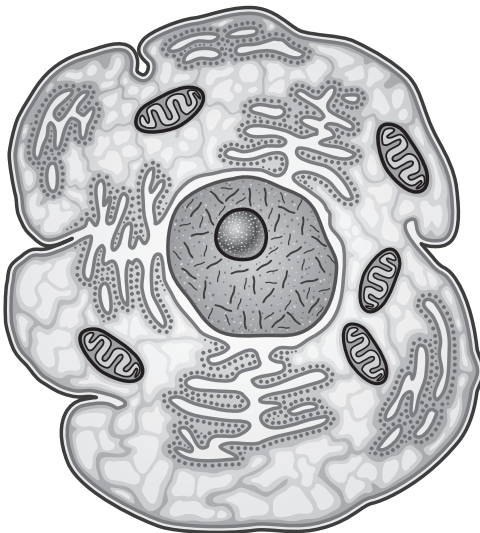
7. What should go in the blank box in the food chain diagram?

- Ⓐ a bird
- Ⓑ a grasshopper
- Ⓒ a bear
- Ⓓ a plant

Directions: Read the following passage and study the diagram. Then answer the question that follows.

The cell is the beginning material for all life. All cells consist of a cell membrane that is filled with cytoplasm. Inside the cells of most organisms is a major structure called the *nucleus*. In addition, plant cells have a cell wall and chloroplasts. Each cell has a “wrapper” around it called a *cell membrane*.

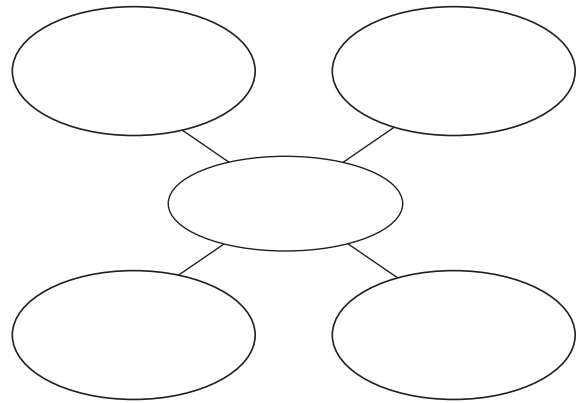
Animal Cell



8. Which visual would be the best addition to this diagram and paragraph?

- Ⓐ a photograph of a cheetah
- Ⓑ a diagram of a plant cell
- Ⓒ a drawing of a rose
- Ⓓ a diagram of the human heart

9. The following sentences are taken from a paragraph about glassmaking. Which sentence should go into the middle oval in the Main Idea/Details web below?



- Ⓐ It takes a long time to make glass.
- Ⓑ A single batch might cook for 55 hours before it melts into a red-hot, bubbling, thick liquid.
- Ⓒ After the molten glass is shaped into an object, it is placed into a special oven that holds the object at about 900°F for many hours.
- Ⓓ Then the temperature slowly drops until the glass is completely cool, which can take a day or more.

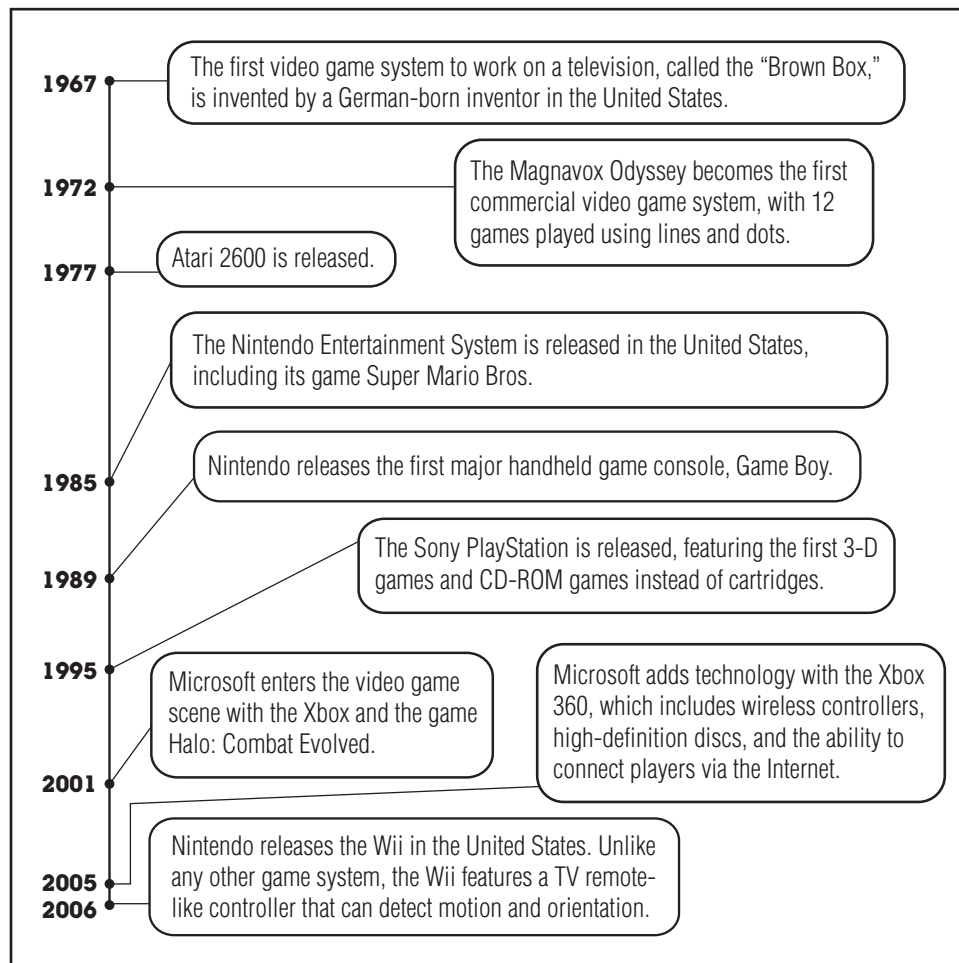
10. The sentences below explain how wool is made into yarn. The sentences are out of order. In which order should the sentences be recorded in the graphic organizer below?

- A. The wool must then be carded to remove the tangles, line up the wool fibers, and make the wool soft and smooth.
- B. In factories, machines spin rolags into yarn.
- C. Since people don't want dirt and weeds in their fabric, the sheared wool is washed.
- D. Carded wool fibers are then shaped into a loose roll, or rolag.
- E. Every spring, workers use clippers to shear a layer of wool from each sheep.

Sequence List
First
Next
Next
Then
Last

- Ⓐ A, B, C, D, E
- Ⓑ E, C, A, D, B
- Ⓒ B, E, C, D, A
- Ⓓ C, E, A, B, D

Directions: Read the timeline below about the history of video games. Then answer the question that follows.



11. According to the timeline, which sentence is TRUE?

- Ⓐ Video game systems have only been around for 20 years.
- Ⓑ Sony has been the only successful company at creating and distributing video games and systems.
- Ⓒ No major changes in video game systems have happened in the 21st century.
- Ⓓ It wasn't until 2005 that gamers could communicate and compete over the Internet using a video game system instead of a computer.

Directions: Read the outline below. Then answer the question that follows.

- I.
 - A. Pacific
 - 1. Largest and deepest ocean on Earth
 - 2. Includes a large circle of volcanoes called the Ring of Fire
 - B. Atlantic
 - 1. Second largest ocean on Earth
 - 2. Fed by rivers making it less salty
 - 3. Contains the 7,000-mile-long Mid-Atlantic Ridge
 - C. Indian
 - 1. Located between Asia, Africa, and Australia
 - 2. Contains saltiest water on Earth
 - D. Southern
 - 1. Created in the year 2000 by International Hydrographic Organization
 - 2. Formed by combining sections of Atlantic, Indian, and Pacific Oceans
 - 3. Contains South Pole
 - E. Arctic
 - 1. Smallest and shallowest ocean
 - 2. Surrounded by Asia, Europe, Greenland, and North America
 - 3. Contains North Pole
 - 4. Covered with ice at least 6 months of the year

12. What heading should be included after I. in the outline? Explain why you chose your answer.

Directions: The following index is taken from the book *For the Love of Chimps: The Jane Goodall Story*. Use it to answer the questions that follow.

Index

Jane Goodall Institute for Wildlife Research, Education, and Conservation, 65, 67–68

Jane's chimps

David (Greybeard), 6–10, 31, 33, 34, 36, 37, 38–39

Faben, 41, 51

Fifi, 41–42, 57, 58–59

Freud, 60

Gandalf, 57

Goliath, 10, 33, 34–35, 37, 38, 48, 52, 55–56

Jubilee, 12

Melissa, 48, 51

Mike, 48, 49, 55

Passion, 49–50, 57

William, 36, 37, 38

Koning, Edna, 46

Leakey, Dr. Louis, 6, 10, 20–22, 23, 32, 33, 37, 50

malaria, 27, 28, 54

Nissen, Professor Henry W., 20

polio, 50

13. On which page would you find information about the chimpanzee Goliath?

- Ⓐ page 33
- Ⓑ page 49
- Ⓒ page 53
- Ⓓ page 58

14. Based on the index, which scientist do you think had more of an impact on Jane Goodall's work studying chimpanzees—Dr. Louis Leakey or Professor Henry W. Nissen? Why?

continued →

Directions: Read the passage below. Then answer the question that follows.

FOSSIL FUELS USED AS ENERGY

How Coal Is Mined

Coal from exposed seams in the Earth's crust was used as fuel in China and in the British Isles as early as 1100 B.C.E. People began mining coal in Europe during the Middle Ages. At first, coal was carried out by hand in baskets or wheelbarrows. Sometimes mules, horses, or dogs were used to haul coal. More often, poor women and children did the hauling, while men dug the coal. Then early in the 19th century, steam engines supplied the power to move carts of coal along steel tracks. Today, machines do most of the work in coal mines.

How Crude Oil Is Extracted

Crude oil is extracted using steel drill bits attached to a drill pipe. Oil in a deposit is under high pressure. Have you ever seen a picture of oil gushing from the top of a well? In the early days of oil drilling, the oil gushed out as soon as the drill hit the deposit. However, modern equipment prevents this from happening. After the crude oil is removed from the ground, a pipeline, ship, or barge carries it to a refinery. There the crude oil is separated so it can be turned into many useful products.

15. What information can you learn about the topics in this passage by reading the heading and subheadings?

Directions: Use the following headings and subheadings to answer the question that follows.

Heading: RECYCLING

Subheadings: Why Recycle?

Recycling Paper

Recycling Glass

Recycling Metals

16. Which subheading would fit with the other subheadings above?
- Ⓐ What Is Hazardous Waste?
 - Ⓑ Recycling Plastics
 - Ⓒ Polluting Our Water
 - Ⓓ How a Landfill Is Made

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LESSON

Cause and Effect

Objectives

- Preteach the academic vocabulary *cause, effect, reason, result, before, and after*
- Preteach cause and effect signal words
- Summarize difficult passages and sentences
- Practice using graphic organizers to show cause and effect

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on pages 303–304.

canary—bird. (Show a picture of a canary.) *This is a **canary**. **Canaries** are small birds. They are usually yellow. Have you ever seen a **canary**?*

endangered species—type of animal that is in danger of dying out. (On the board write black bear, Beluga whale, and buffalo.) *Many animals in the United States are **endangered species**, or a type of animal that is in danger of dying out. The black bear, the Beluga whale, and the buffalo are all **endangered species** of North America. What other animals are **endangered species**?*

escape—to get away. *Sometimes animals **escape**, or get away, from their owners. My dog **escaped** from me at the park. I had to chase him all over. Has anyone else had an animal **escape**?*

fins—triangular arms on sea animals. (Show a picture of a fish and point to the fins.) *This is a fish. This is the fish's **fin**.*

hibernate—to sleep through the winter. *Bears **hibernate**, or sleep, through the winter. What other animals **hibernate**?*

hippopotamus—large African mammal with small eyes and ears and a big mouth. (Show a picture of a hippopotamus.) ***Hippopotamus** live in Africa. They are very dangerous.*

journey—long trip. *This summer, I took a **journey**, or long trip, to Mexico. What **journeys** have you taken?*

lead—material in pencils. (Point to the tip of a pencil.) *This is the **lead** of the pencil. It used to be made of the metal called **lead**, but **lead** is dangerous. Does anyone know what pencil **lead** is made of now? (graphite)*

mammals—animals that breathe air and have live babies instead of laying eggs. *Whales are **mammals** because they breathe air, have babies, and do not lay eggs. What other animals are **mammals**?*

pioneers—early settlers in America. *The **pioneers** were the first European people to travel to the West of the United States to live. Where did the **pioneers** settle, or stay?*

scarce—rare; not easily found. (Point outside and make an observation with *scarce*.) *The clouds are **scarce** in the sky. There are not many clouds. What else is **scarce** outside?*

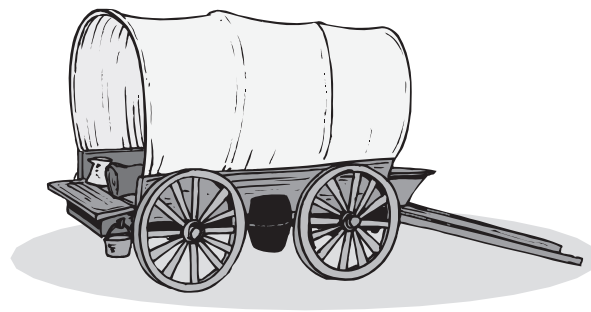
suck—to take in through the mouth. (Demonstrate and exaggerate sucking in air.) *I am **sucking** in air. Now you try **sucking** in air.*

surface—top. (Run your hand along the desk.) *This is the **surface**, or top, of the desk. Put your hands on the **surface** of your desk.*

survive—to live. *Many animals cannot **survive**, or live, in the winter. They either hibernate or go south. What are some animals that cannot **survive** in the winter?*

vultures—large birds that eat dead animals. (Show a picture of a vulture.) *A **vulture** is a large black bird that eats dead animals. Have you ever seen a **vulture**?*

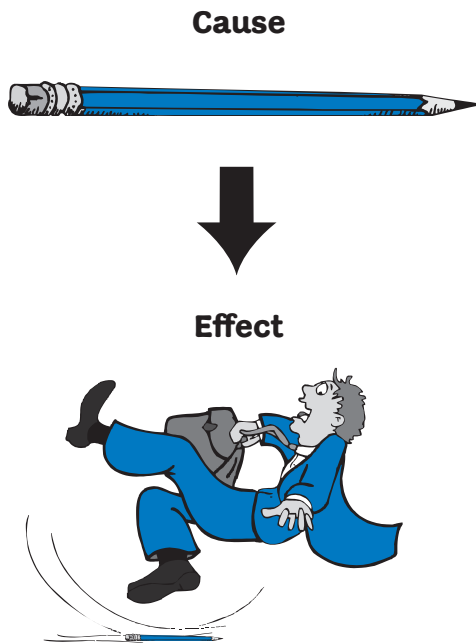
wagon train—long line of old-fashioned vehicles. (If possible draw a wagon on the board.) *Pioneers traveled in **wagon trains**, or long lines of these old-fashioned wagons. How many people do you think could fit in a wagon?*



Cause and Effect *continued*

Preteach Academic Vocabulary and Concepts (cause, effect, reason, result)

(Drop a pencil on the floor. Pantomime tripping on it.) *Oh! I fell. Why did I fall? (The pencil was on the floor.) I fell because the pencil was on the floor. What caused, or made me, fall? The **cause**, or thing that made me fall, is the pencil. What happened because of the pencil? The **effect**, or event that happened, is that I fell.*



(Record this cause and effect in a flow chart on the board. Point to the cause.) *The reason I fell is the pencil was on the floor.* (Write reason next to cause on the chart.) *The result of the pencil is that I fell.* (Write result next to effect on the chart.)

(Write this list of signal words on the board: because, so, as a result, since, therefore.) *Signal words tell you when a writer is using cause and effect.*

- *Because there was a pencil on the ground, I fell.*
- *A pencil was on the ground. So, I fell.*
- *As a result of a pencil on the ground, I fell.*
- *Since there was a pencil on the ground, I fell.*
- *A pencil was on the ground. Therefore, I fell.*

Even though causes come first, or before effects, you can write them after. How can we write these sentences to put the cause after the effect?

(Write sentences as students give you answers.)

Assess Understanding

(Complete the ELL Explore Cause and Effect activity with students. As students work with you, ask comprehension questions.) *What happened? Why did it happen?*

Students should now be ready to participate in Explain and the Expand minilesson.

During the Lesson

Expand

(Read the paragraph aloud as students follow along. Then discuss the following questions.) *What is the topic of this paragraph? What are the signal words? What causes hippos to stay in the water? What other effect does water have on hippos? (Read the topic sentence.) What two events are being compared and contrasted?*

Explore I

(Review the words *cause, effect, reason, result, before, after, surface, survive, hibernate, suck, scarce, vultures, escape, and mammals*. Complete Explore I together. Ask questions as you go through the activity with students.) *What happened? Why did it happen?*

Explore II

(Review the words *canary, fins, and endangered species* from the Preview Vocabulary section. Then complete Explore II, allowing appropriate support for students. Depending on their level of understanding, you can complete the activity together with students, pair up students, or have students complete the activity independently.)

Explore III

(Review the words *pioneers* and *journey* from the Preview Vocabulary section. Then summarize the paragraphs using simple vocabulary.) *The wagon train got to Fort Bridger. The pioneers knew their long journey was over. Now, the trip was over and they could get their free land. They had to build a home and farm the land for four years. Then the land would be theirs. The pioneers set up towns in the area called Oregon. More people went to Oregon. So, Oregon grew. As a result, Oregon became a state.*

(Then complete Explore III, providing appropriate support for students. Depending on their level of

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LESSON

Cause and Effect *continued*

understanding, you can complete the activity together with students, pair up students, or have students complete the activity independently.)

Re-Explore

(Summarize the paragraphs using simple vocabulary.)

The pioneers traveled the Oregon Trail, a path that went from the East to Oregon. They saw many animals. Most pioneers had heard of buffalo. Very few of the pioneers had seen a buffalo. People had told them many stories. As a result, the pioneers really watched for the buffalo. In the past, millions of buffalo lived on the Great Plains, or the area between the Rocky Mountains and the Mississippi River. Large groups of buffalo walked from Canada to Mexico. Sometimes buffalo got scared. Then they ran away. The groups that were very large spent hours running past the pioneers. The pioneers needed food for their journey across the plains. So, they hunted buffalo for their meat.

(Have students complete the activity independently.)

Headings and Subheadings

Objectives

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

Before the Lesson

Preview Vocabulary

Explain, act out, or use pictures to define the challenging vocabulary and expressions your students will encounter in this lesson. Then have students complete a vocabulary card for each word. A reproducible vocabulary word card template can be found on pages 313–314.

Asia—one of the seven continents that is also a peninsula, or a piece of land surrounded by water on three sides. (Show Asia on a world map.) *China is a country in Asia.*

baseball—game played in which two teams of nine players each take turns trying to score runs by hitting a ball with a bat and running around diamond-patterned bases without getting out. *I won the baseball game by running around all the bases and scoring a run!*

beaches—areas with sand or small rocks where the land meets the ocean or the lake. *The beaches in Florida are beautiful.*

catcher—player on a baseball team who stands behind the batter and catches the ball after the pitcher throws it to the hitter. *The catcher caught the ball, and the game was over.*

colonies—distant territories, or areas of land, that are under the control of another country. *The early settlers in America established colonies that were under the control of the British government.*

dislike—to think that something is not pleasant or to not like someone or something. *I really dislike vanilla ice cream.*

dive—jump or throw yourself into water, such as a pool or lake, with your arms and head entering the water first. *It was my turn to dive into the pool.*

drink in—expression that means to enjoy using your senses, such as seeing something and enjoying it. *I love to drink in the beautiful sights at the beach.*

fitness—act of exercising and being physically fit. *Fitness is very important to me, so I exercise.*

forts—buildings or groups of buildings usually used to keep soldiers safe. *The army built the forts to keep the soldiers safe.*

fountain of youth—special water source described in folktales that will keep people from getting old or dying. *Some explorers searched Florida for the fountain of youth because they didn't want to get old or die.*

independent—free; not under anyone's control. *My home country wanted to be independent.*

island—land with water on all sides. *I want to visit the island of Puerto Rico.*

main idea—most important idea in a book or passage. *As I read, I look for the main idea, the most important idea.*

museum—building where special objects are kept, such as expensive paintings, statues, and historical items, so people can go and see them. *I wanted to visit the dinosaur museum.*

physical education (PE)—class in school where students exercise and play active games. *I love it when we play soccer during physical education at school.*

second baseman—member of a baseball team who plays second base. *The second baseman caught the ball when it was hit into the air.*

settlers—people who move to a new place to live, especially when the place has few people or only native people. *The settlers were getting ready for winter in their new home.*

surf—use a surfboard to ride waves in the ocean. *I love to surf the waves in the ocean.*

tribe—part of a group of people who are all connected by their past, customs, what they believe, and their leader. *The tribe had a new leader.*

uniforms—special clothes people wear because of their job or where they go to school. *All the students in our school wear uniforms.*

Vikings—Scandinavian people who traveled by ships across Europe from the 800s to the 1100s. *Many people think that the Vikings were the first to discover the Americas.*

yearned—wanted very much. *I yearned to visit San Juan in Puerto Rico.*

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 section? What are the details?*

Students should now be ready to participate in Explain and the Expand minilesson.

During the Lesson

Expand

(Before presenting Overhead Transparency 17, explain the content of the passage.)

Native Americans and the American Indians are the same people, and these were some of the first people to live in Puerto Rico.

Christopher Columbus discovered the Americas in 1492. (Point out the Americas on the map.) Columbus

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 the passage.) *What is the heading? What are the subheadings? How many subheadings are there? What do you think this passage is about?*

(List students' responses on the board. Read the passage aloud as students follow along. Return to the list and check off any correct predictions. If necessary, add to the list to make it accurate. Read aloud each question. Encourage students to first answer orally, and then help them create complete sentences to answer each question.)

Explore III

(Review the meanings of the following vocabulary: *settlers*, *battles*, *Vikings*, *tribe*, and *Asia*. Ask students to look at the passage and ask them questions.) *What is missing? What do we need to write? (headings and subheadings)*

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LESSON

Headings and Subheadings *continued*

(Read the passage aloud as students follow along. To check comprehension, ask students to restate the information using their own words. Next, read aloud each question. Encourage students to first answer orally, and then help them create complete sentences to answer each question.)

Explore IV

(Review the following vocabulary: *physical education [PE]*, *uniforms*, *fitness*, and *dislike*. Read aloud the directions and check for understanding by asking students to restate them using their own words. To guide students during this activity, create a two-column chart, labeled I like PE because _____. and I don't like PE because _____. Ask students to take turns completing the sentence starters with reasons they like or don't like PE. List their reasons underneath the correct column. Encourage beginning ELL students to work with you to create paragraphs using the information from the list. Intermediate and advanced students may work alone or in pairs.)

Re-Explore

(Review the following vocabulary: *island*, *beaches*, *surf*, *dive*, *drink in*, *forts*, *fountain of youth*, and *museum*. Have students complete the activity independently. Discuss any wrong answers.)

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LESSON

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
3. Under what subheading would you look for information about lakes made by volcanoes?
 - a. Mountains Formed
 - b. Lakes Formed
4. Under what subheading would you look for information about soil created by volcanoes?
 - a. Minerals and Beautiful Gems Created
 - b. Good Soil Created

continued →

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LESSON

Headings and Subheadings *continued*

5. How many subheadings does this section have?
- a. 4
 - b. 5
6. Which of the following subheadings would fit under the heading?
- a. Water Cycle Begins
 - b. Homes Destroyed

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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.
- **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. Sickneses 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?

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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.

Write the standard(s) _____

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LESSON

Headings and Subheadings

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.

I Read Headings and Subheadings

Read the passage below. Then choose or write the answer to each question that follows.

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?
 - a. Puerto Rico
 - b. government
 - c. government in Puerto Rico
 - d. freedom from government in Puerto Rico

continued →

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LESSON

Headings and Subheadings

I Read Headings and Subheadings *continued*

2. Based on the two subheadings, which two countries have governed Puerto Rico?
 - a. Puerto Rico and Spain
 - b. Spain and the United States
 - c. the United States and Puerto Rico
 - d. the United States and France

3. Explain how you can distinguish headings from subheadings.

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LESSON

Headings and Subheadings

II Analyze Headings and Subheadings

Read the passage below. Write the answers to the questions that follow.

AMERICAN INFLUENCE ON PUERTO RICO

Sports

American troops took over Puerto Rico during the Spanish-American War. In their spare time, soldiers and sailors played sports. Puerto Ricans loved these games. They especially took to baseball. It became one of the most popular sports in the territory.

Famous Puerto Rican Ball Players

One family produced three great baseball players. They were recruited to play on American professional teams. Sandy Alomar, Sr., joined the Milwaukee (now Atlanta) Braves in 1964. This second baseman went on to play for the Mets, White Sox, Rangers, and other teams. His two sons followed in his footsteps. Sandy Alomar, Jr., has been a professional catcher since 1988. He has played for the Padres, Indians, White Sox, Rangers, and Dodgers. His younger brother, Roberto, became the most famous member of the family. He has become one of the greatest second basemen of all time.

1. What does the heading tell you about the ideas in the passage?

2. Read the subheadings. What American event has been a special influence on the people of Puerto Rico?

Name _____

Explore

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LESSON

Headings and Subheadings

II Analyze Headings and Subheadings *continued*

3. What does the paragraph under the first subheading tell you about sports?

4. What does the paragraph under the second subheading tell you about the way in which Puerto Rico has influenced the United States?

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LESSON

Headings and Subheadings

III Choose Headings and Subheadings

Read the paragraphs. Then write answers to the questions that follow.

About 500 years before Columbus, Vikings had reached North America. They set up towns and colonies. They did not last very long. The weather was very cold. The settlers from Northern Europe did not get along with the Native Americans. Terrible battles were fought. Some people believe the Vikings returned to Iceland or Europe. Others believe that the Vikings took on Native American ways. These people claim that they became another Native American tribe.

Columbus first reached the Western Hemisphere in 1492. He thought he had reached Asia. The Spanish king and queen were delighted by his news. They sent him back on a second voyage. This time he took 17 ships. On board were 1,200 people to set up towns in what they thought was Asia. On November 19, 1493, they reached Puerto Rico. They began the city of San Juan.

1. What are both paragraphs about?

2. Write a heading that tells the major topic of the two paragraphs.

3. Who is the first paragraph about?

Name _____

Explore

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LESSON

Headings and Subheadings

III Choose Headings and Subheadings *continued*

4. What happened between these two groups?

5. Write a subheading for the first paragraph.

6. What idea should be expressed in a subheading for the second paragraph?

7. Write this subheading.

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LESSON

Headings and Subheadings

IV Use Headings and Subheadings to Write About a Topic

Read the heading below. The major topic is physical education, or PE. Write a paragraph that gives facts about the heading. Include facts about where PE classes are held in your school; who the teacher or teachers are; whether boys and girls have PE together; whether you wear uniforms and how many days a week you have PE; whether the class is based on fitness, sports and games, or both; and other details.

PE AT MY SCHOOL

Read the subheading below. The major topic is your reaction or thoughts about PE. Write a paragraph that gives facts about the subheading. Include facts about when you have PE, what you like or dislike, and whether you think it's an important part of your day.

How PE Affects Me

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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

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

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

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 →

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LESSON

Headings and Subheadings

Understand Headings and Subheadings *continued*

3. Think about the first paragraph. Where can you do these kinds of activities?
 - a. at a museum
 - b. in the city
 - c. at the beach
 - d. at a swimming pool

4. What kinds of places will the last paragraph describe?
 - a. places that are healthy to visit
 - b. places from Puerto Rico's history
 - c. places from Spain's history
 - d. places that were built by Puerto Rico's rulers

Remember that the subheading gives readers clues about the facts in the paragraph or paragraphs that follow.