**Primary Strand:** Reading: 3.6

**Integrated Strand/s:** Communication (3.1) and Research (3.10)

**Essential Understanding:**

All students should:

* understand that nonfiction texts provide information, explain a process, or persuade
* understand text features serve a purpose

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information

**Primary SOL:**

**3.6**c Preview and use text features, including: table of contents, headings, pictures, captions, maps, indices, and charts

**Reinforced (Related Standard) SOL:**

**3.1d** Orally summarize information expressing ideas clearly.

**3.10** c. Collect and organize information about the topic

d. Evaluate the relevance of the information

e. Avoid plagiarism and use own words

f. Demonstrate ethical use of the internet

**Academic Background/Language:**

Text features are used to help organize, predict, categorize and understand nonfiction text. We see text features in various forms of text including but not limited to our Science text books, Social Studies textbooks, websites and articles. Some examples of text features are table of contents, headings, pictures, captions, maps, indices, and charts.

Sentence Starters:

* By previewing the (text feature), I can learn ... about the text.
* What are some of the text features found in this text ...
* The (text features) help me understand this text better because ...
* (Text feature) is helpful to me as a reader because ...

## Materials

* Text feature scavenger hunt graphic organizer (example below)
* Informational texts that include examples of various text features
* Suggested titles:
  + See nationalgeographic.org
    - Coral Reef Food Web
    - Endangered Animals
  + National Geographic Kids
  + Who Would Win? by [Jerry Pallotta](https://www.amazon.com/Jerry-Pallotta/e/B001ILFKPK/ref=dp_byline_cont_book_1)
  + What if you had Animal Feet by [Sandra Markle](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Sandra+Markle&search-alias=books&field-author=Sandra+Markle&sort=relevancerank)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Play text feature bingo! Have students create a bingo card that has various text features listed in each box. Then show students pictures of the text features. Have students name the text feature. (see below) Either use cards below or nonfiction text.
2. When the winner of the bingo game reads back their card, use this time to review text features and discuss their purpose.
3. Provide students with informational texts which provide various examples of a text feature.
4. Students may work in partners or work independently to complete a text feature scavenger hunt.
5. Discuss with students which text features they located, what was the purpose of the text features and what did they learn by viewing/reading the text feature.

**Assessment (Diagnostic, Formative, Summative)**

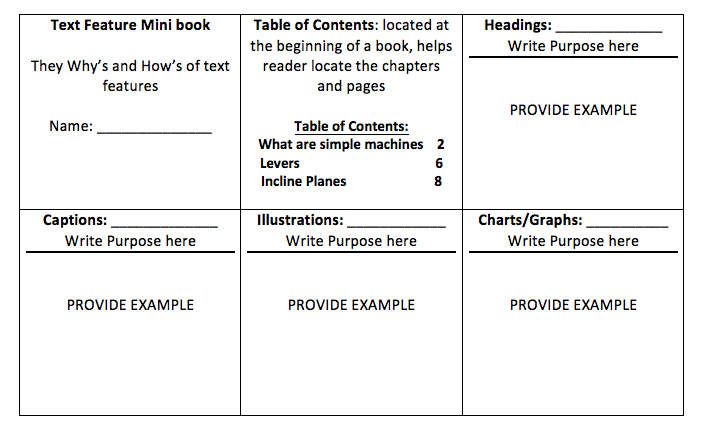
* Think-pair-share: Have students independently think about how text features help them understand a text. Next, they pair with a partner to compare thoughts before sharing out to the class. Answers can be provided in a written exit ticket.
* Walk around while students are completing the lesson and listen to their conversations. Keep anecdotal notes for assessment.
* While discussing the students’ results from the scavenger hunt, ensure students properly located, identified the text feature and identified the purpose
* Evaluate students’ information poster to ensure they included various text features and correctly used them.

**Writing Connections:**

* Topics can include but are not limited to Science and Social Studies Standards. Create your own informational text using text features. Provide students with a rubric explaining which text features need to be included or how many.
* Have students select a text feature and find/draw an example of that text feature. Then students can write how the text feature is useful to readers. Optional: Responses can be collected and assembled into a “Text Features” class book.
* Provide students with a photograph and have them create a caption for the picture.

**Extensions and Connections (for all students)**

* Have students create mini books illustrating and explaining the purpose of text features



* I have …. Who Has? Create I have -- who has cards?
  + I have **picture.**  Who has the feature that helps readers understand the picture or illustration?
  + I have **caption.** Who has the feature that helps readers understand topics throughout the book as they skim the text?
* Create an “All About Me” project using text features. For example: Students will provide a timeline of their lives, Glossary: They will select words that describe them and add definitions. In addition, illustrations with captions can be included of various points in students’ lives.

**Strategies for Differentiation**

* Have students work in partners
* Provide multiple examples of text with text features
* Model for students before they complete independently
* Use independent level text
* Audio text
* Use sentence frames, “The (text feature) is located ----”
* Provide students with an anchor chart showing examples of text features and their purpose

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

|  |  |  |  |
| --- | --- | --- | --- |
| Image collected from Google images. Labeled for reuse. | Image collected from Google Images. Labeled for reuse. | Image collected from Google Images.  Labeled for reuse. | Image collected from Google Images.  Labeled for reuse. |
| Image collected from Google Images.  Labeled for reuse. | Image of a sample Table of Contents on Simple Machines | Image collected from Google Images.  Labeled for reuse. | Image collected from Google Images.  Labeled for reuse. |
| Image of an Index on Simple Machines | Reptiles live on every **continent** except Antarctica. | Image collected from Google Images.  Labeled for reuse. | Image collected from Google Images. Labeled for reuse. |
| deserts - driest place on Earth  grassland- lay on flat lands between forests and deserts  ocean-large and deep bodies of saltwater | US presidents  1789-1797 Washington  1797-1801 Adams  1801-1809 Jefferson  1809-1817 Madison  1817-1825 Monroe  1825-1829 Adams  1829-1832 Jackson | The Earth *rotates*  around the Sun. | *\*All images collected from Google Images. Images labeled for reuse.* |

Text Feature Bingo Vocabulary

headings

picture

captions

map

diagram

title

bold print

graph

index

table of contents

glossary

timeline

bullet points

italics

free space

labels

\*Sample Bingo board with text feature vocabulary

