

Text Features (Target IA15)

What are text features?

- Cues authors and publishers use to:
 - signal importance
 - draw readers attention
 - organize text or graphic information
- Examples of text features include captions, illustrations, graphs, bold words and sidebars.

Why do we need to understand and know how to use text features?

- Text features help the reader comprehend what they are reading
- Text features help readers be more efficient
- Understanding text features helps readers differentiate between reading fiction and informational text

How can you help your students understand and use text features?

- Explicitly teach students what text features look like
- Explicitly teach students the purposes of text features.
- Teach students how to interpret the information provided by or inferred by text features

* Adapted from Washington Alliance

IC15 WASL Stem Questions

Multiple Choice Stems (1 Point)

What is the purpose of (text feature)?

According to (text feature), which statement is true?

Short answer stems (2 Points)

According to the (text feature), what are two ways that _____?
Include information from the (text feature) in your answer.

Explain two ways that (text feature) helps you understand the selection. Include information from the (text feature) in your answer.

Teacher's Guide- Text Features

Day One

Materials needed-

- Infocus or overhead projector
- Butcher paper or blackboard space for recording discussion (discussion 1)
- Butcher paper or blackboard space for recording text features of 3 different types of texts (discussion 2)

Anticipatory Set-

Discussion 1

- Write the word "Feature" on the board and ask, "What is a feature?" Students will most likely have trouble defining the term.
- "How about if I ask you a more specific question? What are the features of a ---
 - 6th grade - "face"
 - 7th grade - "car"
 - 8th grade - "house"
- Continue class discussion regarding features of other common objects or concepts, such as a classroom and kitchen. "What are the features of a classroom?" Record answers on board under the word "classroom".
- "How about a kitchen? What are the features of a kitchen?" Record responses under the word "kitchen".
- "So, now that you have seen examples of features, can you define what a feature is and why are they important?"
 - possible definition: The key characteristics (critical attributes) that make something what it is.

Key point: There is much meaning to be gained by paying attention to features. This is true in books, too.

Discussion 2

- Display 3 types of texts (books). For example, a picture book, chapter book and school text book. Be sure one of them is a school text book.
 - Say, "Let's see what the features of different types of books are?"
 - "What are the features of a picture book?" Discuss and/or record answers
 - "What are the features of a chapter book?" Discuss and/or record answers
 - "What are the features of a text book?" Discuss and/or record answers
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- Ask, "Why do text books have so many more features than the other two kinds of books?"

Key point: Informational texts are so full of information that they are harder for readers to understand everything in them. So, authors and publishers use these text features to help their readers comprehend and to make reading easier and more efficient.

- signal importance
- give additional information
- provide visual clues for comprehension
- organize information

I Do/We Do-

Materials

- HO= "Text Features—What are they good for"
- projected page of a text book that contains some text features
- text book for each student

- Say, "We need to understand the purpose of a text feature in order for it to help us read non-fiction or informational text better and more efficiently."
- "Let's see what we already know about text features and what we can figure out."
- Project a page of a text book that contains some text features and **model** how to fill in HO ="Text Features—What Are They Good For"
- Students determine the purpose of text features with a partner and continue to fill in HO.

Compare student answers with worksheet that is filled out.

Use games listed below to reinforce learning. (games are located in folder)

1. I Have, Who Has, - a game to reinforce vocabulary and meanings of text features
2. Jeopardy

Day 2 or 3

I Do/We Do--Think aloud to demonstrate how to answer WASL questions regarding the use of text features:

6th grade- Prentice Hall Literature pg 46

7th grade- Prentice Hall Literature pg 56

8th grade- Prentice Hall Literature pg 48

6th Grade Think Aloud:

Ancient Egypt

Prentice Hall text pg. 46

Read the text on pg. 46 and think aloud as you read to demonstrate how the text features help you fully understand the text.

Features to focus on:

- Title
- Quotes
- Bold/colored type
- Heading and subheadings
- Map
 - Title
 - Compass rose
 - Place names (upper and lower case)
 - Place names in parenthesis
 - Timeline
 - Blue type labels
 - Scale of distance
 - Inset (reference globe)

6th Multiple Choice questions (1 Point each)

1. What is the purpose of the words in parenthesis on the map?

- ① **A.** To demonstrate correct spelling of location names
- ① **B.** To provide the reader with definitions of key words
- ① **C.** To inform the reader of name changes
- ① **D.** To help the reader know how to pronounce words

2. According to the map, which statement is true?

- ① **A.** Jerusalem is north of Asia Minor.
- ① **B.** The Nile River runs along side of Thebes.
- ① **C.** Memphis is on the Mediterranean Sea.
- ① **D.** The Valley of the Kings is in Lower Egypt.

Short answer questions (2 Points each)

3. According to the map, what are two ways that the location of Ancient Egypt can be described? Include information from the map in your answer.

4. Explain two ways that the timeline helps you understand the selection. Include information from the time line in your answer.

7th Grade Think Aloud:

Medieval Times

Prentice Hall text pg. 56

Read the text on pg. 56 and think aloud as you read to demonstrate how the text features help you fully understand the text.

Features to focus on:

- Title
- Bold/colored type
- Heading and subheadings
- Quotes
- Map
 - Title
 - Compass rose
 - Place names (upper and lower case)
 - Place names in brackets
 - Scale of distance
 - Colors on map
 - Labels
 - Arrows

7th grade Multiple Choice questions (1 Point each)

1. What is the purpose of the different colors on the map?
 - ① **A.** To make the map interesting to look at
 - ① **B.** To show the reader what colors the countries' flags are
 - ① **C.** To show the reader which countries were involved in the invasions
 - ① **D.** To show the reader which part of the map is land and which is water

2. According to the map, which statement is true?
 - ① **A.** The English invaded Germany first.
 - ① **B.** The Normans were the first to invade England.
 - ① **C.** The Anglo-Saxons were the first to invade England.
 - ① **D.** The Vikings of Denmark were the first to invade England.

Short answer questions (2 Points each)

3. Explain two ways that the arrows on the map help you understand the selection. Include information about the arrows in your answer.

8th Grade Think Aloud:

The First Americans

Prentice Hall text pg. 48

Read the text on pg. 48 and think aloud as you read to demonstrate how the text features help you fully understand the text.

Features to focus on:

- Title
- Bold/colored type
- Heading and subheadings
- Quotes
- Map
 - Title
 - Compass rose
 - Place names (different size type)
 - Scale of distance
 - Colors on map
 - Labels
 - Latitude and longitude
 - Inset

8th grade Multiple Choice questions (1 Point each)

1. What is the purpose of the different colors on the map?

- ① **A.** To make the map interesting to look at
- ① **B.** To denote the elevations of the land forms
- ① **C.** To define the boundaries of geographic regions
- ① **D.** To show the reader where the states are located

2. According to the map, which statement is true?

- ① **A.** The Aztecs live in Mexico.
- ① **B.** The Iroquois live on the eastern shore of the Atlantic Ocean.
- ① **C.** The Miami live in central part of the Eastern Woodlands.
- ① **D.** The Blackfoot live north of the Cree.

Short answer questions (2 Points each)

3. Explain two ways that the map helps you understand the selection. Include information from the map in your answer.

References:

Readers Handbook pgs. 155-169

Note: refers to text features as Elements of Textbooks

Washington Alliance for Better Schools