

# TEXT FEATURES

## ***THE PURPOSEFUL PARTS OF TEXTS***

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The role that text features play is always in relationship to the **MAIN TEXT**. The sentences and paragraphs that convey the author’s message or information are considered the main text. Any additional element is intended to “feature” or support what is stated within the main text.

Within this document are text features organized into six categories.	Parts of a printed book
	Basic text features
	Type styles & treatments
	Visual features & treatments
	Long/Complex text features
	Digital text features

**Each text feature includes the following information:**

<b>GRADE LEVEL</b> <b>WHEN to teach* how to read it.</b>	<b>CONTENT &amp; LOCATION</b> <b>WHAT it is &amp; WHERE to find it.</b>	<b>PURPOSE</b> <b>WHY it is important to a reader &amp; an author.</b>
Numbers referenced correlate with the Common Core State Standards. <i>Recommended</i> labels are next to text features that are not specifically stated for any grade but relate to other text features stipulated or are utilized when executing other grade-level ELA standards.	Description includes what the text feature looks like and where it is typically found in relationship to the main text (e.g., inside or outside).	More than decorations, text features serve a vital role for readers. Authors include them to serve a purpose-- to help the reader <b>find</b> something in the text, to help the reader <b>better understand</b> the main text, or to <b>gain new</b> information beyond what is stated in main text.

\*Any grade level can read and comprehend a text feature as it appears in a text. However, the grade level listed should provide direct instruction by analyzing many examples, modeling how to utilize it within the reading process, and teaching the value and importance of it to both the reader and the author.

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## PARTS OF A PRINTED BOOK

<b>Front cover (of a book)</b>	RI.K.5	OUTSIDE: identifies the <b>AUTHOR</b> (who wrote the text), <b>ILLUSTRATOR</b> (who drew the pictures), <b>TITLE</b> (name of the text) and advertises the text with <b>COVER ART</b> (which gives a visual clue about the story, characters, what to expect, etc.)	<b>Find/Locate</b> The author uses the cover to identify the text’s topic or hint at its plot-- and to grab the reader’s attention. A reader looks at the cover to determine if 1) it likely has the info he is looking for, 2) if it looks and sounds appealing, 3) if he knows of other books by the same author.
<b>Back cover (of a book)</b>	RI.K.5	OUTSIDE: Tells about the book, about the author, and sometimes about the illustrator. It may also include art, the publisher, and a bar code to buy the book.	<b>Find/Locate</b> The author/publisher uses the back cover as another way to get the reader’s attention. The reader uses the back cover to learn more about the story, text, or topic via a synopsis and/or artwork.
<b>Spine</b>	K recommended	OUTSIDE: Edge of closed book. Includes title (sometimes abbreviated), author’s last name, and a number— if the book is one in series.	<b>Find/Locate</b> The author/publisher includes this information so that the reader can easily find the title on a shelf.
<b>Title page</b>	RI.K.5	OUTSIDE: Restates the title, author, illustrator, and who printed/published the text. It may also include artwork. Digital texts (e.g., Epic) have title pages, too.	<b>Find/Locate</b> The publisher highlight who produced or printed the text. A reader needs this information to credit the source.
<b>Page numbers</b>	K recommended	INSIDE: Page numbers usually are not included until the main text of the book begins. By numbering the pages, it is easier to refer to a specific portion of the text.	<b>Find/Locate</b> The authors numbers his pages to help the reader reference on which page certain information appears. A reader uses page numbers to find information (e.g., Table of Contents, Index) and to cite information as a source.
<b>Dedication page</b>	1 recommended	OUTSIDE: Author (and illustrator) often honor someone and dedicate the book to that person. This page can include additional art.	<b>Gain new information</b> The author or illustrator may include this to honor someone important in their lives, including who may have inspired the topic or plot. A reader gains insight into the lives of the author and illustrator.

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<b>Acknowledgments</b>	1 recommended	OUTSIDE: The author offers additional information regarding the support he received during the writing of the text.	<b>Gain new information</b> An author uses this to thank those who helped in the writing and publishing process. Often, family members are listed. A reader learns about the author's life and writing process.
<b>Preface/ Introduction</b>	1 or 2 recommended	OUTSIDE: Brief text that offers necessary background information for the text.	<b>Gain new information</b> An author may include a preface or introduction to prepare the reader for the text to follow. A reader learns more about the content of the book <i>before</i> beginning the main text, establishing the context for the upcoming information or plot.
<b>Author's note</b>	1 or 2 recommended	OUTSIDE: A brief addition to the text where the author speaks directly to the reader, explaining the reason for writing, detailing additional information not included, and telling the impact the process had on him.	<b>Gain new information</b> Authors include a note to connect with their readers on a personal basis, to relay information not included, to make a correction or comment on the text, etc. Readers find more information about the author that might entice them to read additional books by the same author. They might also learn more about the topic.
<b>Illustrator's note</b>	1 or 2 recommended	OUTSIDE: A note from the illustrator that speaks directly to the reader, elaborating on the process of creating the illustrations for the text.	<b>Gain new information</b> Illustrators include a note to connect with the readers and to explain a little about their inspiration and creative process.
<b>Copyright page</b>	3 recommended (Corresponds with bibliography referenced in 4 <sup>th</sup> grade research writing standards.)	OUTSIDE: A copyright is the same as when the text was first published. This information is on a separate page that includes when and where the text was published, by whom it was published, and any credits for artwork or permissions obtained.	<b>Find/Locate</b> Author/publisher includes it so the work can be cited correctly and to show copyright compliance. The reader needs to know information for generating a bibliography—in his own research writing.
<b>Dust jacket</b>	1 recommended	OUTSIDE: An extra paper wrapped around the outside of a hard cover book. The small flaps tucked inside often include teaser information, notes from the author and/or illustrator, or a list of other books by same author.	<b>Gain new information</b> Author/Illustrator/Publisher includes colorful artwork often depicting a scene from the book or a main character. (Originally, dust jackets provided more information than the actual hard cover, as they were made of plain, dull fabric.) The reader is attracted to the design/artwork.
<b>End pages</b>	1 recommended	OUTSIDE: Paper that is glued to the inside of the front and back covers. Usually it is a solid color that matches the theme or topic of the main text.	<b>Gain new information</b> An author might include additional information or text within the end pages. The illustrator might continue a theme/concept. The reader might find additional info and/or humor in this added information.

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## BASIC TEXT FEATURES

<b>Title</b>	K recommended  INDIANA Grade K, RN3.1	OUTSIDE: The name of the text. There is always a title, even if it is not published in a book.	<b>Find/Locate</b> Authors use the title to highlight an important part, key information, or overall topic of the text. Readers often choose a text based on its title, which implies its contents.
<b>Author</b>	RL.K.6, RI.K.6  INDIANA Grade K, RL3.2 Grade K, RN3.1	OUTSIDE: Name of the person(s) who wrote it. Usually his real name, or whom he wants to be known as (i.e., pseudonym).	<b>Find/Locate</b> Authors receive credit. Readers use the author info to identify who wrote the book, link it to other books by same author, or use it in a bibliography.
<b>Illustrator (photographer, designer, artist)</b>	RL.K.6, RI.K.6  INDIANA Grade K, RL3.2	OUTSIDE: Name of the person who drew the pictures, the photographer who took the pictures, or the graphic artist who digitally made the art.	<b>Find/Locate</b> Author shares credit with illustrator. Like reading books by the same author, readers may want read books that have been illustrated by the same person.
<b>Illustrations</b>	RL.K.7  INDIANA Grade K, RL 4.1 Grade K, RN 3.1	OUTSIDE/INSIDE: Pictures/Photos within the text and on the cover that are all drawn by the illustrator.	<b>Better understand</b> An author uses the illustrations to help convey the meaning of the main text. A reader expects that the illustration will repeat the information in the print text, helping him to better understand the ideas. Or, the illustration may reveal new and additional details not stated explicitly in the main text.

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## Type Styles & Treatments

<b>Headings</b>	RI.1.5	INSIDE: These are labels or mini-titles for the different sections of a longer text. Use them to find certain information quickly. This could include chapter titles/numbers in fiction as well as scene breaks in plays.	<b>Find/Locate</b> An author may organize his text with headings and subheadings to help readers understand what a section will be about and/or skim for specific content.
INDIANA   “Headings” are not stated until Grade 4 (RN 3.1) where the expectation is that readers “apply” them. However, they should be taught much earlier.			
<b>Subheadings</b>	RI.2.5	INSIDE: A second title/heading that is under the main title/heading. The main title/heading identifies the general topic. The subheading tells what about that topic the text will reveal. It is usually smaller in font but longer in words than the main one.	<b>Find/Locate</b> An author uses subheadings to help organize their content. Headings provide the major divisions, while subheadings break down the information into smaller bites. Readers use subheadings to skim a text and determine what it is basically about.
INDIANA   Subheadings” are not stated until Grade 4 (RN 3.1) where the expectation is that readers “apply” them. However, they should be taught much earlier.			
<b>Boldface/All caps (often used to denote key words)</b>	RI.2.5	INSIDE: Words in the text that are darker than the rest or with all letters capitalized to draw the reader’s attention to their importance. Also used in different genres and formats as a means of identification (e.g., plays/scripts use bold lettering to show who is to speak).	<b>Find/Locate</b> An author can emphasize certain words to draw the reader’s attention (e.g., important words, question in Q&A interview, headings, subheadings, etc.). Readers notice bold/all capped words and consider why they are important.
<b>Font (color, style, size)</b>	1 recommended	INSIDE: Font styles, colors, and sizes vary to denote importance or a change in the information.	<b>Better understand</b> An author changes the font to call attention to the important and/or convey perspective, mood, or tone. A reader notes the change in font color, style, or size and determines the meaning based on context.
INDIANA   “Font” is not stated until Grade 3 (RN 3.1) where the expectation is that readers “apply” knowledge of this text feature. Therefore, teach it earlier.			
<b>Paragraph numbers, Indent</b>	2 recommended  (This coincides with RI.2.2 where students read multi-paragraph texts.)	INSIDE: A sequence of numbers placed in the margin next to each new paragraph/indent in the main text.	<b>Find/Locate</b> An author provides paragraph numbers to indicate the major points being made. A reader uses the paragraph numbers when generating a written response and text evidence is to be cited.
<b>Italics</b>	1 recommended	INSIDE: Words that are slanted to one side to draw the reader’s attention to the fact that the words signify something (e.g., title, thought, etc.)	<b>Better understand</b> Authors italicize words for different purposes (e.g., for titles of books, movies, etc.; to emphasize character thoughts; to show when someone is speaking in a nonfiction text.

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<b>Underline</b>	1 recommended	INSIDE: Words with a line or underscore below them.	<b>Better understand</b> An author underlines words/text to draw the reader’s attention to an important word or phrase. Some websites still use underscoring to denote a hyperlink. Readers recognize that underlined text shows its significance.
<b>Arrows</b>	K recommended (Coincides with labeling stage in writing.)	INSIDE: Lines that end with a triangle pointing at something to show connection, sequence, or relationship.	<b>Find/Locate</b> An author uses arrows to link information, to show reader’s where to look next, to identify a path for the reader to follow. A reader uses arrows to connect their thinking as they read and to know where to go next for more information.
<b>Bulleted/Numbered list</b>	K recommended  (This coincides with list writing and creating sequenced how-to lists in writing.)	INSIDE: A list of words, phrases, or sentences that are all aligned and start with a black dot, square, dash, or number.	<b>Find/Locate or Better understand</b> An author can convey information quickly in list form. He can also communicate sequence or priority with numbered lists. A reader appreciates listed info for its efficiency, but it also can support understanding (e.g., better understand the facts or info provided in the list, help him remember the info, etc.).

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## Visual Text Features & Treatments

<b>Photograph, Figure, Drawing, Sketch</b>	RI.K.7  INDIANA Grade K, RN3.1 (Both standards refer to illustrations.)	INSIDE: Means of conveying who, what, where, when, why, and how about a topic-- without using any/many words.	<b>Better understand or Gain new information</b> An author includes a visual to support reader comprehension of the main text. It can also pique the reader's interest before reading and/or to add validity/credibility/evidence to the main text (demonstrate that is really happened).
<b>Caption</b>	RI.2.5  INDIANA Grade 2, RN3.1	INSIDE: Text near a visual that describes/explains the most important information within the image. Captions are written with the intent of explaining who or what is pictured.	<b>Better understand or Gain new information</b> An author includes a caption to further demonstrate the points made in the main text or to add information. A reader needs a caption to know exactly what is pictured and to understand its significance.
<b>Labels</b>	K recommended (Coincides with label writing skills in the writing standards.)	INSIDE: Small textual information adjacent to an image. Lines and arrows sometimes connect the label to the visual, pointing at a precise detail.	<b>Better understand</b> An author uses labels to identify images. This helps the reader learn the word, it's meaning, what it looks like, where it is, and even how to spell it.
<b>Speech Bubble Thought Bubble</b>	2 recommended  The expectation of reading character dialogue in RL.2.6 coincides with speech bubbles. (Indiana, see Grade 2, RL.3.2)	INSIDE: Encircled words that represent what a pictured character is saying out loud (speech bubble) or thinking to himself (thought bubble).	<b>Gain new information</b> An author/illustrator uses speech bubbles to add a cartoon quality to his writing. Speech bubbles often include information that was not stated in the main text as dialogue. A reader uses the speech bubbles to find out more about the character and his reaction/response.
<b>Diagram, Map</b>	RI.2.7  CCSS   RI3.7 states students "use information gained" from these text features. Therefore, teach these earlier.  INDIANA   These are not stated until Grade 3 (RN 3.1) where the expectation is that readers "apply" them. Therefore, they should be taught much earlier.	INSIDE: Visual representation of facts presented (or omitted) from the text. These visuals often include a key or legend that explains what each line, color, shape, shading, or symbol represents.	<b>Better understand or Gain new information</b> An author includes diagrams and maps to show how the information fits together or points to how it works or where things are located. A reader uses the visuals to help interpret the main text; the visual may answer questions or visually depict the meaning of difficult content.
<b>Chart, Table, Timeline, Graph</b>	2 recommended  CCSS   RI3.7 states students "use information gained" from these text features. Thus, these need to be taught earlier. INDIANA   These are not stated until Grade 3 (RN 3.1 and RV2.1) where the expectation is that readers "apply" them. Therefore, they should be taught much earlier.	INSIDE: Visual representation of facts presented (or omitted) from the text. The charts, tables, and graphs show how the information connects and what it implies. These complex visuals typically include a lot of information in small labels, captions, and explanation text.	<b>Better understand or Gain new information</b> An author includes a chart, table, or graph when the information lends itself to be better understood when conveyed by a visual. Readers understand that some of the information in the text correlates to the visual. But they also know that the visual may include information not available in the text.

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## Long/Complex Text Features

<b>Table of Contents</b>	RI.1.5  INDIANA Grade 1, RN3.1	OUTSIDE: List of the different sections or chapters in the main text, identifying on what page number each begins. Located right after the title page and before the main text begins.	<b>Find/Locate</b> An author provides a table of contents to identify the main ideas or parts of large topic. A reader uses the table of contents to track down specific information and go to it immediately. It may also provide a broad summary of the text’s contents before reading.
<b>Index</b>	RI.2.5  INDIANA Grade 2, RN3.1	OUTSIDE: Found at the end of a text, key words and main concepts are listed in alpha order and include the page number(s) where that information is mentioned.	<b>Find/Locate</b> An author includes an index to let the reader know what to expect in the text and how to find what they want quickly. A reader uses the index to determine if the information desired is included and to go directly to the page(s) it is mentioned within.
<b>Glossary</b>	RI.1.5	OUTSIDE: Definitions of key/bold words used in the main text. Located at the end of the book and listed in alphabetical order.	<b>Better understand</b> An author provides a glossary to help readers understand domain-specific vocabulary and/or to fill in background knowledge. A reader uses the glossary to answer specific questions about word meanings.
	INDIANA   Grade 2 (RV 2.5) states readers should “consult reference materials” to figure out word meanings. In order for this to be the application expectations, they should be taught much earlier.		
<b>Vocabulary box</b>	1 recommended	INSIDE: Defines, explains, or elaborates on word meaning. Focuses on significant words that add to the meaning of the text. Serves a similar purpose to a glossary, although used when the text is shorter and/or not in book format.	<b>Better understand</b> An author places vocab boxes near difficult words that readers might not know. A reader looks to vocabulary boxes to help him understand domain-specific vocab that appears nearby.
	INDIANA   Grade 2 (RV 2.5) states readers should “consult reference materials” to figure out word meanings. These application expectations require the text feature is taught much earlier.		
<b>Pronunciation guide</b>	2 recommended (Needs to be after the reader has mastered many phonics principles.)	OUTSIDE: A listing of difficult-to-pronounce words included in the text.	<b>Better understand</b> An author lists the unfamiliar words to teach the how to pronounce them correctly.



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<b>Fact box</b>	1 recommended	INSIDE: Includes information related to the topic but not necessarily specific to one word. Often provides background info or interesting “did you know” tidbits.	<b>Gain new information</b> An author includes a text box to provide necessary (or extra) information beyond what is included in the text. Readers look to text boxes for information that adds to what the text states, answers questions brought up by the text, or clarifies the meaning of the text.
<b>Sidebar</b>	RI.3.5	INSIDE: A second, shorter text on the side of the main text that tells about an idea related to the main text. This could appear in digital texts in the form of a related video, hyperlinked website, QR code, etc.).	<b>Gain new information</b> An author adds a sidebar to provide the reader with interesting information that coordinates with the other info on the page. It may provide background knowledge, flesh out an idea presented on the page, or reveal a specific example of the bigger topic.
<b>Footnote</b>	2 recommended	INSIDE: Found at the bottom of a page of print text connecting a word or phrase in the main text to its definition or explanation at the foot of the page.	<b>Gain new information</b> An author includes a footnote as an added comment or reference point. Rather than inserted it into the main text (and perhaps muddying the meaning of the sentence), he adds it to the foot of the page. Readers use footnotes to help them understand the context of the main text and/or to learn the source of the info.
<b>Endnotes</b>	3 recommended	OUTSIDE TEXT: Endnotes are numbered within the pages throughout the text and then included on a page after the main text. Often includes references to cited information.	<b>Gain new information</b> An author compiles a list of references within the endnotes. Readers use the endnotes as a reference for citing information or to discover other texts to consult for further reading and research.
<b>Bibliography/Cited Sources</b>	3 recommended (Coincides with gather and take notes on sources expectations in 3.W.8.)	OUTSIDE: A list of all sources used to develop and compile the text. Found after the main text, but before a glossary or index.	<b>Gain new information</b> An author includes a bibliography when there are numerous sources used in the creation of the main text. (Otherwise, the citations are embedded in the main text or included in a footnote.)

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## Digital Text Features

<b>Menu</b>	RI.1.5	OUTSIDE: Like a table of contents in a book, it lists the information in a website. Rather than page numbers, click linked text to go directly to that information. A menu is often represented by an icon of three horizontal lines.	<b>Find/Locate</b> An author/publisher/company creates a menu to make it simple for the reader to navigate their site and find particular information efficiently.
<b>Hyperlink rollover</b>	RI.3.5	INSIDE: Information appears on the screen when the mouse moves into a particular zone of the website.	<b>Better understand or Gain new information</b> An author/publisher/company provides these to resolve reader questions about key words or ideas stated and/or to provide additional details about the concept.
<b>Icons, Buttons</b>	RI.1.5	INSIDE: Universal symbols that represent an action or perform a function (e.g., chat, mic on/off, camera on/off).	<b>Find/Locate</b> An author/publisher/company uses icons and buttons to guide reader to a certain type of information in order to execute a task (e.g., download, print, etc.).
<b>Hyperlinked text</b>	RI.3.5	INSIDE: Words highlighted (or underlined) that automatically take the reader to a different web page. Can be programmed to open in the same or a new tab.	<b>Gain new information</b> An author/publisher/company provides additional and related information for the reader. This is the concept of a sidebar in digital text.
<b>Rollover pop-ups</b>	3 recommended	INSIDE: Text or images are hyperlinked to a pop-up that if clicked results in the reader being taken to another website page or linked to a sign-up option.	<b>Gain new information</b> An author/publisher/company includes pop-ups on their website to offer readers an opportunity to purchase a product, subscribe to a newsletter, or to go to an additional site. Readers can then choose to click on them or close them and return to the main text.
<b>Search box</b>	RI.3.5 (INDIANA Grade 3, W.5 (locate information electronic resources)	INSIDE: A small box at the top of a website that allows the viewer to type in a word and search for it on the page.	<b>Find/Locate</b> An author/publisher/company includes this function to allow readers to determine if certain facts appear on the page and to locate those facts quickly.
<b>Navigation bar</b>	3 Recommended INDIANA Grade 3, W.5 (locate information electronic resources)	INSIDE: Websites include visual tabs at the top of most pages. These tabs offer optional landing pages within the main site.	<b>Find/Locate</b> An author/publisher/company utilizes the tabs to identify the type of information available on the website. Readers use the tabs to navigate a site and to discover where they can find desired info.

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