ROUND 0

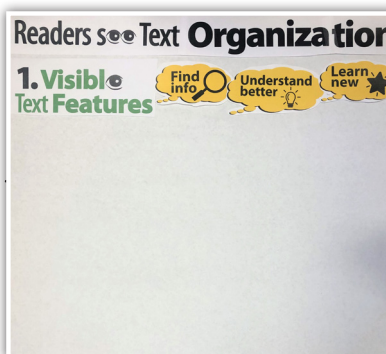**Text features are to be mastered by Grade 5. However, if secondary teachers need to backfill this skill, they could teach this content as a Round 0.**

WEEK-LONG FOCUS

Review the perks and purposes of print and digital text features and when they are utilized in the reading process.

Readers s ee **Text Organization**
1. Visible Text Features — Find info, Understand better, Learn new

DAY 1

Readers utilize text features to find specific information quickly.

Review/Introduce **text features** that support a reader when he is attempting to **skim** a long text or **scan** for something specific.

ORGANIZATIONAL AIDS			
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For each text feature, describe:
- WHAT IT IS: Show print and digital examples. Reveal how it works and/or is organized. Describe the type of information it includes.
- WHERE IT IS: Show examples of its various locations in print and digital texts and describe its relationship to the main body text. Explain when a reader would view it— before, during, or after reading the main text.
- WHY IT IS IMPORTANT: Identify the reasons an author would provide this text feature and why/when a reader would want it.

DAY 2

Readers utilize text features to improve reader comprehension.

Some text features reveal the same information as the main text, just more simply and/or visually.
- These tools fill in knowledge gaps, clarify ideas for the reader, and help him better understand the ideas presented in the main text overall.
- These text features come in two common categories:

INFORMATIONAL AIDS			VISUAL AIDS	
Glossary	Vocabulary box	Fact box	Illustration	Diagram
Footnote	Rollover pop-up	Sidebar	Photograph	Map
		Hyperlink	Time line	Chart

- For each text feature, describe what it is, where it is, and why it is important in helping a reader better understand the main text.

DAYS 3-4

Readers utilize text features to extend their understanding of ideas originally presented in the main text.

Some text features supplement what the reader learned from the main text; they add new information.
- Authors often extend the reader's understanding with new information presented in a text feature that was not stated within the main text.
- Note that visuals and **interactive elements** in digital texts often serve this purpose.
- Return to the list of text-feature types from Day 2. Reveal different examples that add new and different information that enhances the meaning and/or message stated in the main text. For each, model how to:
  1. List all of the information learned from a single text feature.
  2. Identify what details/facts were also stated in the main text.
  3. Study the remaining details.
  4. Emphasize that if a reader "skipped" this text feature, he would have missed out on critical information.

TEXT CONSIDERATIONS

For this lesson series, identify a variety of print and digital texts. (These texts do NOT need to have been previously read.)

NOTE: None of these texts will be read in its entirety during the lesson series. They will be read/used only for their text features.

Reuse the same texts on different days to point out different text features.

Find info

DAY 1
Reveal texts with features used to find specific information.

Understand better

DAY 2
Reveal texts with features used to restate or clarify information.

Learn new

DAY 3
Reveal texts with features that add more information.

DAY 4
Reveal different texts (than Day 3) that reveal examples of features that add information.