

Move beyond identifying text features

Know and use text features.

Recognize the 4 categories of text features.

1 BASIC PARTS

Base components of a physical book and/or digital text.

- Title
- Author
- Spine
- Front cover



3 VISUAL/GRAPHIC AIDS

Tools that communicate information through images, shapes, and color.

- Illustrations
- Time line
- Chart
- Graph

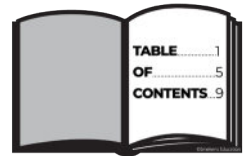


Print and digital text features are utilized within the reading process when comprehending both **literature and informational texts.**

2 ORGANIZATIONAL AIDS

Tools that guide the reader to find information or lead them to answer a question about the text or topic.

- Table of contents
- Heading
- Menu
- Navigation bar



4 INFORMATIONAL AIDS

Tools that supplement the main text. They clarify, give background knowledge, or extend the reader's understanding.

- Glossary
- Footnote
- Sidebar
- Hyperlink





Teach text features based on standards.

		KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
PARTS of a Printed Book	Front cover	K. RI.5			
	Back cover	K. RI.5			
	Spine	<i>Recommended</i>			
	Title page	K. RI.5			
	Page numbers	<i>Recommended</i>			
	Dedication page		<i>Recommended</i>		
	Acknowledgments		<i>Recommended</i>		
	Preface/Introduction		<i>Recommended</i>		
	Author or illustrator's note		<i>Recommended</i>		
	Copyright page				<i>Recommended</i>
	Dust cover flaps		<i>Recommended</i>		
	End pages		<i>Recommended</i>		
	BASIC Text Features	Title	<i>Recommended</i>		
Author		K. RL.6, K. RI. 6			
Main text		K. RL.7			
Illustrator		K. RL.6, K. RI.6			
Illustrations		K. RL.7			
TYPE Styles & Treatments	Headings		1. RI.5		
	Subheadings			2. RI.5	
	Boldface of key words			2. RI.5	
	Font choice & size		<i>Recommended</i>		
	Indent			<i>Recommended</i>	
	Italics		<i>Recommended</i>		
	Underline		<i>Recommended</i>		
	Arrows	<i>Recommended</i>			
	Bullets & numbered lists	<i>Recommended</i>			
VISUAL Features & Treatments	Photos, drawings, & sketches	K. RI.7			
	Captions			2. RI.5	
	Labels	<i>Recommended</i>			
	Speech & thought bubbles			<i>Recommended</i>	
	Maps, diagrams, & figures			2. RI.7	
	Time lines, charts, & graphs			<i>Recommended</i>	

Numbers referenced correlate with the Common Core State Standards.

Recommended labels are next to text features that are relevant when executing specific grade-level reading and writing standards.



Teach text features based on standards.

LONG & Complex Texts

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
Table of contents		1. RI.5		
Index			2. RI.5	
Glossary, vocabulary box		1. RI.5		
Pronunciation guide			<i>Recommended</i>	
Fact boxes		<i>Recommended</i>		
Sidebar				3. RI.5
Footnote			<i>Recommended</i>	
Endnote				<i>Recommended</i>
Bibliography/Works cited				3. W.8
Menu		1. RI.5		
Hyperlink rollover				3. RI.5
Icons & buttons		1. RI.5		
Hyperlinked text				3. RI.5
Rollover pop-up				3. RI.5
Search box for key words				3. RI.5, 3. W.5
Tabs/Navigation bar				3. W.5

Numbers referenced correlate with the Common Core State Standards.

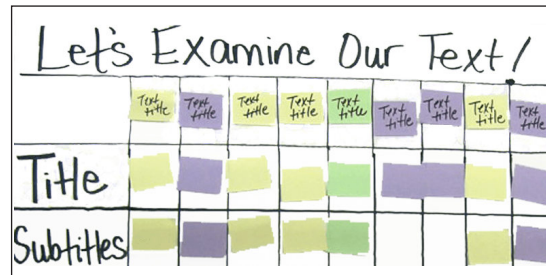
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DIGITAL Text Features



SPIN-OFF SESSION

CONTENT-AREA READING | Session 5
Digital Texts



Introducing text features & conducting a scavenger hunt.



Walk through the features of informational text.



SECRET SITE RESOURCES



Introduce each grade-appropriate text feature.

WHAT THE TEXT FEATURE IS

- Show several examples.
- Study the graphic representation for meaning, function, and purpose.
- Reveal how the text feature works.
- Describe the type of information.

WHERE THE TEXT FEATURE IS FOUND

- Reveal where this text feature is found.
- Note if it is usually placed inside or outside the main text.
- Note if this text feature typically comes before or after the main text.
- Show examples of its various locations.
- Connect where the text feature is located to when a reader would view it.



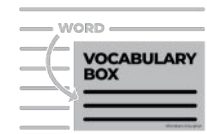
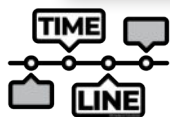
TEXT FEATURES
THE PURPOSEFUL PARTS OF TEXTS

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Text features are visible elements inside and outside a text that enhance the reader's experience. These are not required components of texts—they are perks that authors and publishers choose to include to help the reader find information quickly, navigate within the text easily, and comprehend the information completely. In general, text features fall into the following four categories.



RELEVANT RESOURCE



HELPS THE READER FIND SOMETHING.

Some text features function as organizational tools to quickly locate specific information or answer a specific question. These tools are valuable when a reader is attempting to skim a long text or scan for something in particular.

WHY IT IS IMPORTANT

- Identify the reasons/purposes an author would incorporate it.
- Identify reasons/purposes that a reader would seek such a text feature.
- Name the purpose this text feature serves.



HELPS THE READER BETTER UNDERSTAND.

Some text features reveal the same information as the main text, just more simply—and/or visually. These tools fill in knowledge gaps and/or clarify ideas for the reader.



ADDS NEW INFORMATION.

Some text features extend the reader's knowledge beyond what was stated in the main text. Authors may put information into a text feature that is not included anywhere in the main text. This is why it's imperative to read all text features provided.



Apply text features **BEFORE** reading.

Preview the text.

Locate and answer.

Utilize the tools authors/publishers provide to guide the reader to find information or lead them to answer a question about the text or topic.

- Table of contents
- Index
- Navigation bar
- Menu
- Search box
- Heading
- Icon
- Button

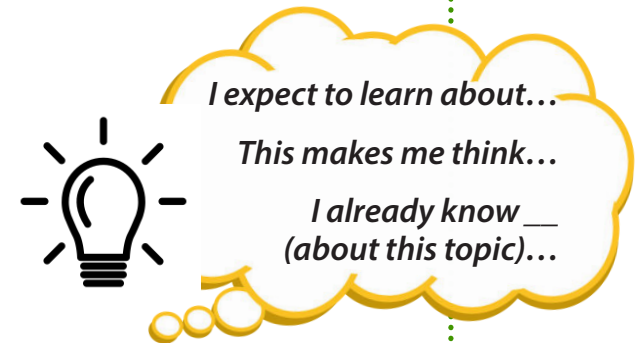


Scope out & steal.

“Steal” as much information about the topic— before reading the main text.



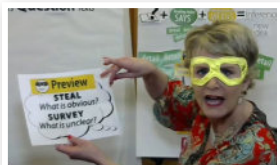
- T.** Title
- H.** Headings
- I.** Introduction
- E.** Every first sentence
- V.** Visuals & vocabulary
- E.** End of chapter questions
- S.** Summary



GRADES K-1



GRADES 2-3



GRADES 4-6



GRADES 7-12



NOW IT'S YOUR TURN

What did you learn?



SECRET SITE RESOURCE





Apply text features **DURING** reading.

Focus on comprehension.

Solve a word.

Look for text features that may reveal the meaning of an unfamiliar word.

Educational research reveals that students need to know 95-98% of the words within any given text/passage to comprehend its message.

Glossary

amphibian (am-FIB-ee-uhn) an animal that lives in water while it's young; most live on land as adults

gills (GILZ) the body parts of underwater animals

prey (PRAY) an animal that is hunted by another animal for food

Glossary

autocracy	A country ruled by one person	kingdom	A country ruled by a king or queen
border	A line that divides one country or region from another	micronation	A made-up country that is not recognized by real countries
capital	The city where a country's government is located	microstate	A very small real country
citizen	An inhabitant of a country who is allowed to live there permanently and is protected by that country	monarch	A ruler, such as a king, queen or emperor, whose position is passed to their children after their death
constitution	A document that describes a country's most important laws and its form of government	monarchy	A country ruled by a prince or queen
country	An area of land that is separated from other places by borders and has a population and its own government	oligarchy	A country ruled by a small group of people
		parliament	A place where members of a government meet

Making Life Easier

Plastic as we know it was invented in the early 1900s. But for most Americans, it didn't become a big part of everyday life until the 1950s. That's when companies began to make household goods with plastic. **Disposable** plates, cups, and other items were made that could simply be thrown away. Over time, plastic bottle caps, paper bags, and more items were made that could be thrown away. Today, at least 100 million disposable plastic items are used only once and then thrown away. Experts say single-use plastics are creating the biggest problems, especially in the sea.

Disposable
adjective
made to be thrown away after use

Each year, Americans toss millions of disposable plastic bags into the trash.

SPIN-OFF SESSION
READER THINKING
Session 2 | Context Clues

*This makes me think...
I'm predicting it means...*

Value visuals.

Look for visual text features that communicate the same information through images, shapes, and color. These may clarify the idea or concept.

Average Speed

Suppose you want to figure out how fast you ran from the arcade to the library. As you ran, your speed probably changed from second to second. Therefore, in order to describe the speed you traveled, you describe the average speed of the entire trip. Average speed is the ratio of the distance an object moves to the time it takes for the object to move that distance. If it takes you 15 minutes, or 0.25 h, to run the 1 km to the library, your average speed was 1 km/0.25 h, or 4 km/h.

Velocity

If you tell your friend that you traveled about 4 km/h, you are describing your speed. You could give your friend a better description of your motion if you also told him or her the direction in which you are moving. **Velocity** is the speed and direction of an object's motion.

Often, velocity is shown by using an arrow, as shown in **Figure 4**. The length of the arrow represents the speed of an object, while the direction in which the arrow points represents the direction in which the object is moving.

Constant Velocity

Velocity is constant, or does not change, when an object's speed and direction of movement do not change. If you use an arrow to describe velocity, you can divide the arrow into segments to show whether velocity is constant. Look at the skateboarding arrow in **Figure 4**. Each segment of the arrow shows the distance and the direction you move in a given unit of time. Because each segment is the same length, you are moving the same distance and in the same direction during each interval of time. Because both your speed and direction of movement are constant, you are moving at a constant velocity.

Word Origin

velocity
From Latin *velocitate*, means "swiftness or speed"

Figure 4 Your skateboarding velocity is greater than your walking velocity. Both velocities are constant because they represent a constant speed in a constant direction.

FOLDABLES

Make a horizontal three-tab concept map book. Label it as shown. Use it to organize your notes on motion as you read the lesson.

*So this is saying that...
I'm picturing...*

Speed changes, direction remains constant

Speed remains constant, direction changes

Speed changes, direction changes

Figure 5 The velocity of an object changes if the speed changes, the direction changes, or both the speed and the direction change.

MiniLab 15 minutes

How can velocity change?

The velocity of an object can change in two ways. Can you recognize the ways velocity changes?

- Read and complete a lab safety form.
- Toss a one-hole stopper to your partner. Observe and record the motion of the stopper.
- Hold the stopper above a table. Release it. Record your observations in your Science Journal.
- Use one end of a 50-cm string to tie the stopper. Gently swing the stopper at a constant speed in a horizontal circle near the floor.

Analyze and Conclude

- Analyze the speed and the direction of the stopper each time you moved it. Which of these changed and which stayed the same each time?
- Key Concept How were changes in the motion of the stopper related to changes in velocity?

Changing Velocity

Velocity can change even if the speed of an object remains constant. Recall that velocity includes both an object's speed and its direction of travel. **Figure 5** shows several examples of changing velocity.

In the first panel, the ball drops toward the ground in a straight line, so constant direction. The increased length of each arrow shows that the speed of the ball increases as it falls. As speed changes, velocity changes.

In the second panel, each arrow is the same length. This tells you that the Ferris wheel cars travel around a circle at a constant speed. However, each arrow points in a different direction. This tells you that the cars are changing direction. As direction changes, velocity changes.

The third panel of **Figure 5** shows the path of a ball thrown into the air. The arrows show that both the ball's speed and direction change, so its velocity changes.

When either an object's speed or velocity changes, the object is accelerating. **Acceleration** is the measure of the change in velocity during a period of time.

Oh, wait, that's new. I didn't read that in the main text.

SPIN-OFF SESSIONS
CONTENT-AREA READING
Session 2 | Subject-Area Reading

CONTENT-AREA READING
Session 5 | Digital Texts



Apply text features **AFTER** reading.

Analyze for what information was new.

SECRET SITE RESOURCE



Evaluate text features for their added value.

Read more.

Seek more information about the topic utilizing provided text features.

- Sidebar
- Hyperlinks
- Fact boxes

Evaluate brand new.

While text features aid comprehension *during* reading, it's *after* reading when the reader recognizes what was and wasn't also stated in the main text.

Example from *The Problem with Plastic*

Explain how the photo contributes to the understanding of the article. Support your answer with details from the article.

DID YOU KNOW?

3 THINGS YOU CAN DO

1. Carry reusable silverware.
2. Carry a refillable water bottle.
3. Bring your own shopping bag.

Leveled Cover Story

Names: Sofia Gordon, Luca Barresi, Francesca Trotta, Veronica Osal-Owusu

Hometown: Longmeadow, Massachusetts

They Did: The sixth-graders helped get a law passed in their town. Starting April 22, stores in Longmeadow will no longer need to give out plastic bags to customers.

They Did It: Two years ago the kids learned about the effects of plastic. They wanted to do something in our school to stop this madness," says Sofia. They convinced officials at their elementary school to buy recycling bins. Then they gave a presentation to town lawmakers and suggested the plastic bag ban. Now they're working to get recycling bins put in every school in their town.

"We are the future. If we do not make a change, who will?"
—Francesca Trotta

I need to reread (text feature) more closely.

The (text feature) shows... I'll reread to confirm that is not stated anywhere in the print article.

The article explains...

The photo reveals...

COVER STORY

The Problem With PLASTIC

Plastic makes our lives easier—but it's also hurting the environment.

Your toothbrush. Your toothpaste. A bottle of juice or a cereal bar wrapper. You may not realize it, but you probably use or touch plastic dozens of times each day. You're not alone. For years, people have argued from plastic stores and carried groceries in plastic bags. But nearly all the plastic we use gets thrown away. In fact, in the time it takes to read this sentence, Americans will have tossed more than 20,000 pounds of plastic! 50 that waste is causing big problems for the planet.

That's why people around the U.S. are working to reduce plastic usage. But will their efforts be enough?

Making Life Easier

Plastic is so handy it was invented in the early 1900s. But for most Americans, it didn't become a big part of everyday life until the 1950s. That's when companies began to make household goods with plastic. **Disposable** plates, cups, and other items were advertised as a way to save time. Instead of washing dishes, people could simply throw them out after every meal.

Over time, plastic became a low-cost, **flexible** replacement for other materials. Plastic bottles don't shatter like glass ones. And plastic bags are sturdier than paper bags.

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Oceans of Plastic

What happens to the plastic we throw away? Only about 1 percent of it gets recycled. Most of the rest ends up in landfills, buried under layers of dirt. Experts think this plastic may take centuries to decompose, or break down.

But a lot of plastic trash never reaches landfills. Instead, it becomes litter on the street. Rain and wind carry this litter into streams, ditches, or rivers that flow to the ocean.

When plastic waste ends up in the ocean, the results can be deadly. Last year, a dead sperm whale washed ashore in Spain. Scientists found that the whale had eaten 84 pounds of plastic, including plastic bags, fishing nets, and even a plastic shoe. It's not just big pieces of plastic that can be dangerous, though. In the ocean, sunlight and waves break down plastic into much smaller pieces. These tiny bits are called **microplastics**. They contain chemicals that can harm animals, turtles, and fish that swallow them.

Picking It

Conservation and business groups are trying to tackle the plastic problem. Plastic grocery bags are banned in dozens of cities. Plus, many businesses, such as 110000 bookstores and hardware stores, are no longer giving out single-use plastic straws.

But it doesn't take one person or a big company to make a difference. Experts say we can all do our part by reducing the amount of plastic we use. They suggest we start by thinking more about the little decisions we make every day. So ask yourself: Do you really need that straw or plastic bag?

WHAT TO SHOW

QUESTION How does the photo show the problem with plastic?

—Lisa Adams

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