CONTENT-AREA READING

Move beyond identifying text features

SUPER SATURDAY READING CONFERENCE

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Know and use text features.

Recognize the 4 categories of text features.

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

1 BASIC PARTS

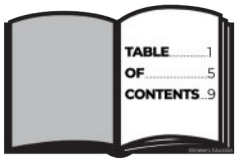
Base components of a physical book and/or digital text.

- Title
- Author
- Spine
- Front cover

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



3 VISUAL/GRAPHIC AIDS

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

- Illustrations
- Time line
- Chart
- Graph

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	*Recommended*			
	Title page	K. RI.5			
	Page numbers	*Recommended*			
	Dedication page		*Recommended*		
	Acknowledgments		*Recommended*		
	Preface/Introduction		*Recommended*		
	Author or illustrator's note		*Recommended*		
	Copyright page				*Recommended*
	Dust cover flaps		*Recommended*		
	End pages		*Recommended*		
BASIC Text Features	Title	*Recommended*			
	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		*Recommended*		
	Indent			*Recommended*	
	Italics		*Recommended*		
	Underline		*Recommended*		
	Arrows	*Recommended*			
	Bullets & numbered lists	*Recommended*			
VISUAL Features & Treatments	Photos, drawings, & sketches	K. RI.7			
	Captions			2. RI.5	
	Labels	*Recommended*			
	Speech & thought bubbles			*Recommended*	
	Maps, diagrams, & figures			2. RI.7	
	Time lines, charts, & graphs			*Recommended*	

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.

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
LONG & Complex Texts				
Table of contents		1. RI.5		
Index			2. RI.5	
Glossary, vocabulary box		1. RI.5		
Pronunciation guide			*Recommended*	
Fact boxes		*Recommended*		
Sidebar				3. RI.5
Footnote			*Recommended*	
Endnote				*Recommended*
Bibliography/Works cited				3. W.8
DIGITAL Text Features				
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

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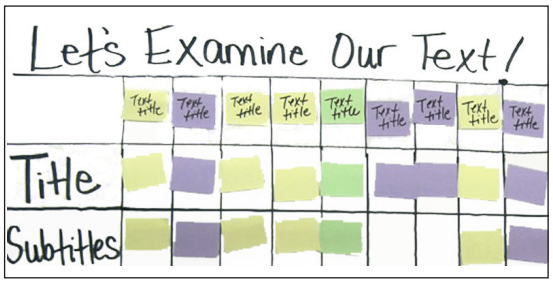
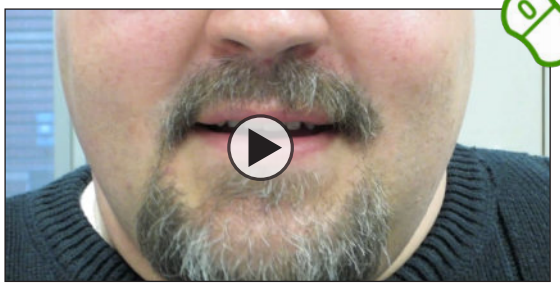
Recommended labels are next to text features that are relevant when executing specific grade-level reading and writing standards.

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

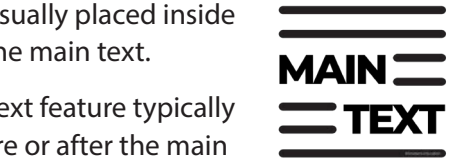
Introduce each grade-appropriate text feature.

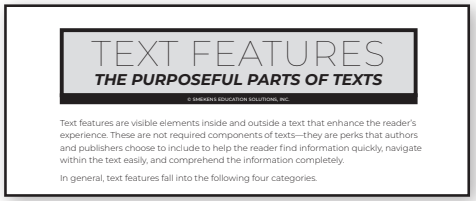
WHAT THE TEXT FEATURE IS

- 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 or is placed at the top, bottom, or around perimeter of the main text.
- Show examples of its various locations.
- Connect where the text feature is located to when a reader would view it.





RELEVANT RESOURCE

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 *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.

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.

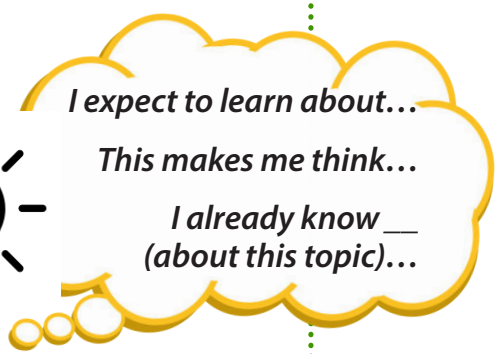
Utilize the tools authors/publishers provide to guide the reader to find information or lead them to answer a question about the text or topic.

- 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.

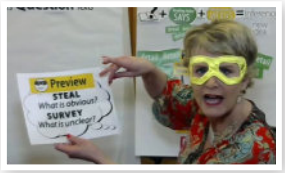
- **T.** Title
- **H.** Headings
- **I.** Introduction
- **E.** Every first sentence
- **V.** Visuals & vocabulary
- **E.** End of chapter questions
- **S.** Summary



LiteracyeLessons

GRADES K-1

GRADES 2-3



GRADES 4-6

GRADES 7-12

NOW IT'S YOUR TURN

What did you learn?

SECRET SITE RESOURCE

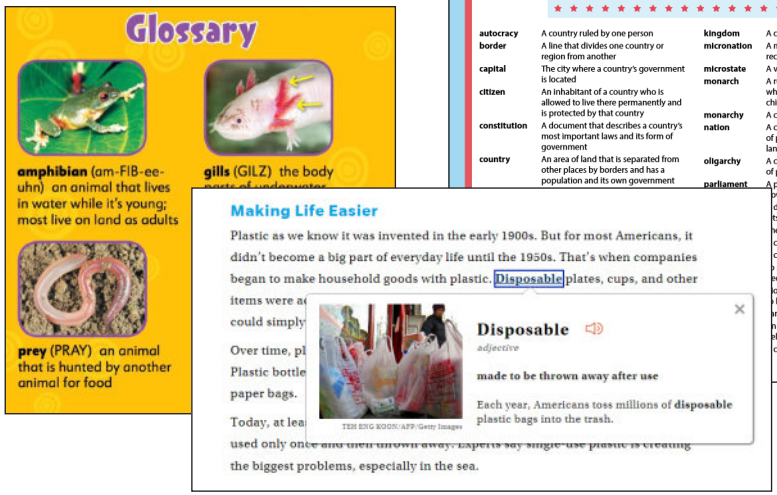
Apply text features *DURING* reading.

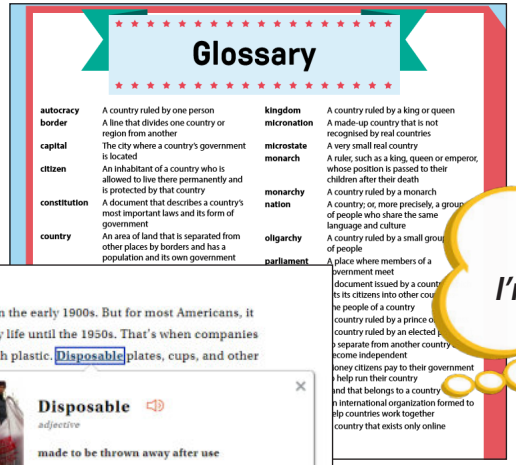
Focus on comprehension.

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.





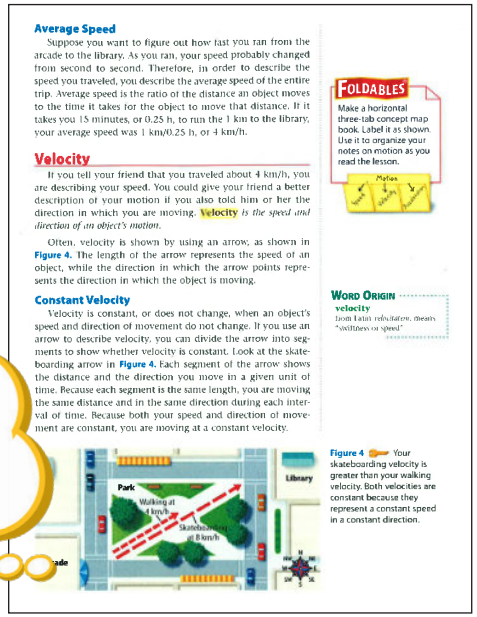
This makes me think…
I'm predicting it means…

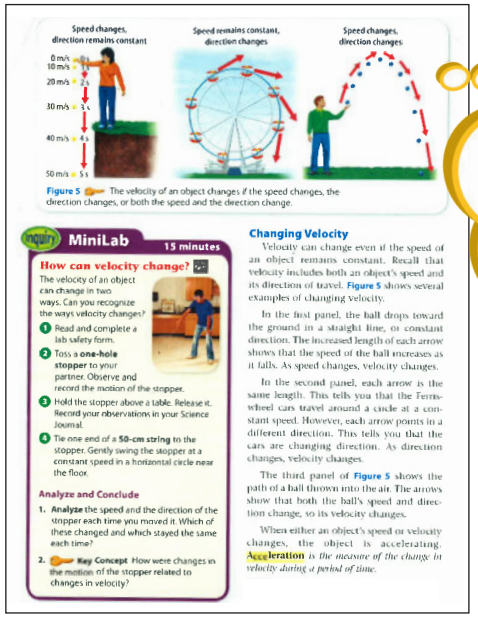
SPIN-OFF SESSION
READER THINKING
Session 2 | Context Clues

Value visuals.

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

So this is saying that…
I'm picturing…





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.

Read more.

Seek more information about the topic utilizing provided text features.

- Sidebar
- Hyperlinks
- Fact boxes

After reading the text, I learned something additional from (text feature).

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.

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...

SECRET SITE RESOURCE

Evaluate text features for their added value.