

# Non-Fiction Text Features

Title →

## Insects: Where and How They Live

Insects may be found in almost all parts of the world.

Heading →

### *Ants*

Ants are considered insects because they have six legs. Their bodies are divided into three segmented parts.

Sub-Heading →

#### *Ant Habitats*

Ants live in “ant hills” in most locations across the county.

- Bullets
  - Bullets
- I. Numbers

(Font **Color** and **Size**)

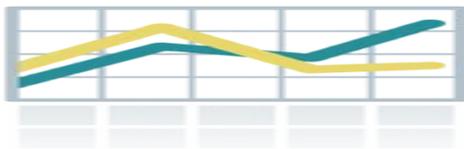
**Boldface**

**Type**

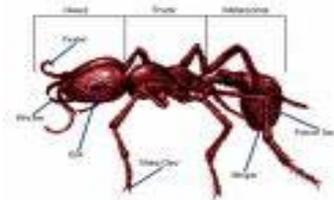
Highlighted Text

*Italics*

## Charts and Graphs



## Illustrations & Labels



## Graphics and Photographs



# NON-FICTION TEXT FEATURES

## Index

### All About Animals

- alligators..... page 34
- anteaters.....page 22
- beaver.....page 12
- chimpanzee..page 55

## Table of Contents

### TABLE OF CONTENTS

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## Glossary

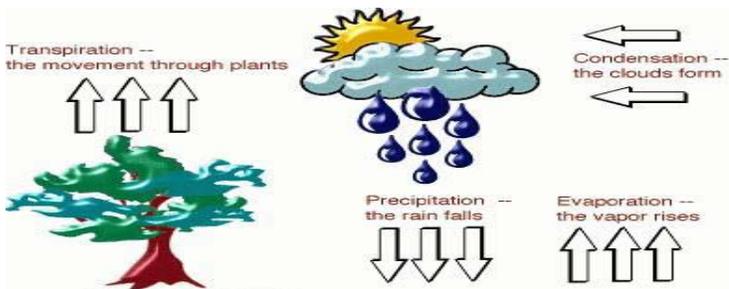
### Term: Letters

**Definition:** There are 26 *letters* in the English [alphabet](#); the *letters* are the individual characters that are used to represent sounds in a written form, either individually or in combination with other letters. Letters can be either [lower](#) or [upper](#) case. The latter are the larger versions of the letters that occur at the start of a sentence or the beginning of a [proper noun](#) and the term [capital letter](#) is also widely used for them. Lower case letters are used for the other transcriptions of the [word](#) or the [sentence](#).

## Maps



## Diagrams



## Captions



## Text Features

Text Feature	Description
Title	Reviewing the title can be helpful in giving the “big picture” of the topic.
Heading	These bold descriptors help students “chunk” or group information and provide a predictor for what will be read. (Encourage students to make questions out of their headings to provide purpose for their reading).
Subheading	These can help students identify sections that provide additional details and supporting information. Student should be taught to look at how the subheadings under a particular heading or section can help them identify important supplementary material and key details in support of the main concepts.
Special type formats	Authors often use italics and bold-faced type to highlight important terms or concept or to show that definitions can be found in the glossary.
Charts and graphs	Authors use charts and graphs to illustrate specific points or to present information contained in the text in a visual format that is more easily understood by readers. ( Encourage students to pay attention to them and summarize what they portray).
Pictures	Pictures help readers visualize the text. Helping students determine the purpose of the picture can be beneficial – they see its value in illustrating concepts or statements presented in the text.
Maps and time lines	These can be helpful organizational tools. Maps and time lines help extend meaning and summarize the text for students. Teachers should model how to use the maps and time lines in the assigned reading.
Table of Contents	The table of contents generally lists part, chapter, and unit and section titles; students can see how it summarizes the major concepts and ideas to be covered in the course.
Glossary	Glossaries are often underused by students but can be helpful in increasing their vocabulary or summarizing key terms and concepts. In regard to course content, a glossary’s content-specific definitions are usually more complete and appropriate than the general definitions found in dictionaries.
Index	The index is an alphabetical listing of subjects, people, places, (and sometimes events) covered in the text
Diagram	A drawing intended to show how something works
Caption	Brief description accompanying an illustration



# Effective Planning Tool



<p><b>How will I explain the lesson to students?</b></p> <ul style="list-style-type: none"> <li>• Learning Target / Lesson Objective - <i>What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?</i></li> <li>• How will I activate prior knowledge students may have about new learning or make a connection to previously taught skill/concept/strategy?</li> </ul>	
<p><b>What do I need to model for the students?</b></p> <ul style="list-style-type: none"> <li>• Use think alouds and make new learning as visible as possible (e.g., use of manipulatives, graphic organizers, pictures, smart boards for websites, overheads, etc.)</li> <li>• Provide examples and non-examples of skills, when possible.</li> <li>• Break concepts or skills into manageable steps.</li> </ul>	
<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Students need to practice skills or manipulate new concepts with guidance from the teacher.</li> <li>• All students need to be actively engaged [i.e., response cards, white boards, manipulatives, hands on activities, classroom performance systems (CPS), etc.]</li> <li>• Move from whole group guided practice to small groups and pairs before independent practice.</li> <li>• Provide specific feedback.</li> <li>• Differentiate to meet the needs of all learners.</li> </ul>	
<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Provide various opportunities to practice new knowledge – small group, partners, individually.</li> </ul>	
<p><b>Lesson Conclusion</b></p> <ul style="list-style-type: none"> <li>• Review the Learning Target / Lesson Objective.</li> <li>• Summarize how/why the new learning applies to real life.</li> </ul>	



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## Next Steps

- How and when do you plan to teach a comprehension lesson utilizing text features?
- How will you know the students utilized text features to comprehend text?
- When do you plan to meet and discuss students' progress in comprehension of text?



Welcome

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Using Text Features to Improve Comprehension

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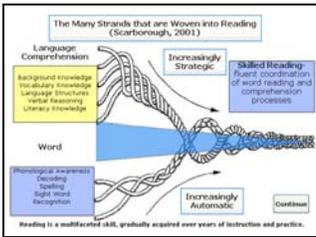
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Scarborough Rope

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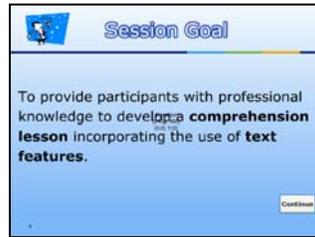
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Session Goal

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Session Objectives

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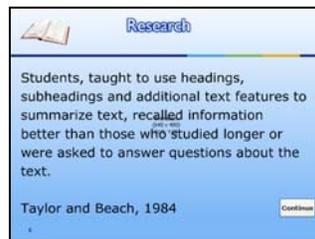
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Research

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