Text Features

Author: Katy Byrns
Unit: Reading Comprehension and Structure
Course: 3rd - 5th Grade Reading
Subjects: English / Language Arts, Writing, Listening and Speaking, Reading, Vocabulary, Reading, English / Language Arts
Grade Level: Upper Elementary (3-4)
Objective: Students will be able to list at least 5 different types of text features and explain how they aide reading comprehension.
Length: 120 minutes
State Standard: (LA.5.R.2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Assigned Files:
- Text Features Scavenger Hunt
- text features vocab
- pre reading non fiction
- Beelzebufo article with text features
- Text Features Pretest Answer Sheet
- Text Features Post Test Answer Key
- Text Features Post Test Article
- Text Features Notes
- Text Features PowerPoint by Sarita Rich
- Beelzebufo article without text features

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<tr>
<th>5th Grade</th>
<th>5.RC.2.1 – Text Features</th>
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**Lesson Plan Template**

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<tr>
<th>Standard : Reading Comprehension 2.1</th>
<th>Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</th>
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<tbody>
<tr>
<td>I. Desired Outcome</td>
<td>By the end of the period, students will be able to find examples in books and magazine of at least 8 different non-fiction text features.</td>
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<td>II. Evidence of Learning</td>
<td>Scavenger hunt list</td>
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**Opening the Lesson**

A. Activity to open the lesson ideally:
   1. Motivates and engages students,
   2. Either assesses prior knowledge or explicitly builds on prior knowledge/life experiences/interests – for example, “Do Nows”

One part of becoming a better reader is learning fully use and understand the text your read. Readers pay attention to more than just the words on the page. Good readers also use different parts of a magazine or newspaper article to get a better understanding of the text.

Today we are going to practice identifying different text features in Non-Fiction texts. Text features are parts of a book or other type of text that help...
### Instruction and Modeling

**What is the teacher doing?**

A. What are you going to teach and how? (Will you provide relevant information, model thought processes, establish guides or graphic organizers, etcetera?)

B. How will you differentiate instruction? (small groups, guided math, guided reading, guided writing, literature circles, etc)

C. How long will each activity take?

D. Consider Blooms Taxonomy/Ask good questions (Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation)

E. Consider Newmann's Rigor

**Questions to ask during lesson:**

- How does this text feature help you understand the text?
- Where have you seen this text feature in your own reading?
- How could you use these text feature in your own writing? What genre of writing would it fit in?

Go through “Beelzebufo” article with students and discuss/identify the different text features.

(20 minutes)

### Guided Practice

**What are the students doing?**

A. What will students do to interact and practice the subject matter?

B. How will you differentiate instruction?

C. What sorts of groupings will you use?

D. How long will each activity take?

Divide students into groups of 3 or 4 and give each group an assortment of texts including magazines, NF books; fiction books, etc.

Give each group a copy of the “Text Features Scavenger Hunt” and have them find as many text features as they can. If you have enough extra magazines and newspapers, you can let them cut out examples of each text feature. Have students share the examples they found at the end of the scavenger hunt.
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<th>VI. <strong>Independent Practice</strong> –</th>
<th>(25 minutes)</th>
<th>Give students post test article with numbered text features. Students will identify each type of text feature on the answer sheet (labeled “Pre Test”..oops)</th>
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<tr>
<td>VIII. <strong>Closing the Lesson</strong></td>
<td>(15 minutes)</td>
<td>Post vocabulary words for text features in your classroom. Tape a short sentence strip up under each text feature type. Encourage students to put up a tally every time they use one of the text features. Keep this posted after teaching the text feature lesson to remind students to continue looking for these text features and using them.</td>
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<td>Students love the scavenger hunt and the power point does a great job of showing multiple examples of the text features.</td>
<td>There is a corresponding “featureless” article that goes with the Beelzebufo article. You could add this as another lesson in which students add their own text features before you show them the final article with text features.</td>
<td>I recommend stopping the students midway through the scavenger hunt and having a few volunteers share what they have found so far. This helps students who are stuck to have more ideas of where to look.</td>
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