

### Language Arts Unit 2

AKS = Academic Knowledge and Skills: the curriculum your child will learn this year in school.

AKS: Use various text features to locate key facts or information in a text efficiently

This means...

I can... Use the text features to find important facts in a book or magazine.

I can... identify what text features are.

This looks like...

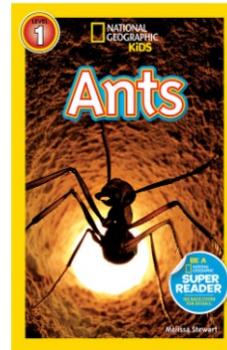
Your child should be able to look at various text features (for example, the glossary, index, table of contents, captions, headings) and explain their importance.

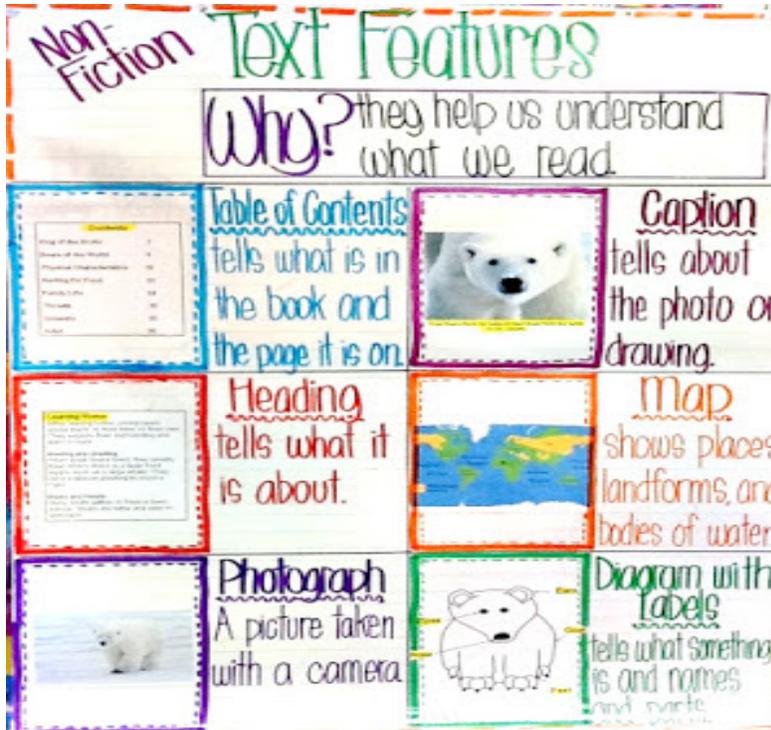
Your child should be able to know the various text features from each other.

#### Activity Title: Locating Text Features

Materials needed:

- Digital Book “[Ants](#)” or “[Sharks](#)”
- Description of the text features
- Your child’s GCPS student number/account in order to access the (“Ants” and “Sharks” book)



**Directions:**

1. Read through/listen to the information while pointing out different text features explaining why they are important when reading. For example, it helps when researching to know where to find exactly what you are looking for. (Use the examples from the chart above such as “diagram,” “map,” “table of contents”)
2. After reading through the book, ask your child to locate text features by giving the “definition of the text feature.” For example, you may say, “This text feature helps you understand what is shown in a photo or illustration.” Your child should be able to locate a “caption,” then explain why it is important to the reader.

**If the activity is too hard, try this:**

1. Remember that you can read a book more than once or use different books to practice the same skills. You can also just focus on one text feature each time you read and model for your child what you would like for them to do. For example, look at the Table of Contents or the Index before reading and talk about what you think might be in the story. (Note: The two books featured in this lesson do not have an index, but you can point this out to your child and look for examples in other books. It is also good for them to know that not all non-fiction books have every kind of text feature).
2. As you read, talk about the headings for each section and ask questions aloud to yourself, such as “This section says ‘Ants All Around.’ Hmm... I know that ants go all around when they are looking for food. *OR* I wonder if this section might be talking about where ants are all around the world. Do you have a guess what it might be about?” As you read,

comment on what you discovered. “Oh, it says they can be found in forests and even under sidewalks. It does talk about where ants live. We were right!” Remember, using clues from text features to make predictions about what you are about to read does not mean it is bad to be “wrong.” As long as your prediction is reasonable, you have made a good prediction. When your prediction is not what you expected, share the joy of being *surprised* instead of being “wrong.” For example, you might say, “Ohhh, now I get it! I thought they were talking about ants’ bodies being all around, but NOW I know that this part is talking about all the different places they can be found in nature. That surprised me.”

3. Tell your child that non-fiction books are different than fiction in that they don’t have to be read page by page in order. You can look at the Table of Contents to find something that you are most interested in and want to read first, such as “Superhero Ants” or “Shark Attack.” Try asking your child what part they would like to read about first. You can also preview the book by reading all the picture captions first and talking about them together before reading that section. Just remember that a whole section of the book should be read in order to make more sense, but not necessarily the whole book in order from beginning to end. With non-fiction books, you can often choose how you read it.

If the activity is too easy, try this:

### Using a Glossary

-1- Word	-2- What do I think it is, based on the context and previewing the glossary?	-3- Definition	-4- Picture Clue

1. **Before reading...Activity**
  - a. Draw/recreate the graphic organizer above.
  - b. Have your child locate the glossary in the book. What is the purpose of a glossary? What makes up a glossary? How might a glossary help us?
2. **During reading...Activity**
  - a. As you read, identify the words from the glossary. These are often distinguished by **bold** or *italicized* print).
3. For each word...
  - a. The student should write the vocabulary word in section 1 of the organizer.

- b. Complete Section 2 by using the context, other text features (pictures, captions, etc.), and memory from previewing the glossary to create a personal definition of the word.
  - c. Compare the student's definition of the word with the glossary's definition. What were the differences? Was the student correct?
  - d. Write the glossary's definition in Section 3.
  - e. In Section 4, the student should create a visual clue to help in remembering the definition of the word.
4. **After reading...Activity**
- a. Student Challenge: What text feature would you add to this book/chapter? Draw or write about what you could add and why you would add it.
  - b. Discuss how a glossary helps us improve our understanding of what we read.

If the activity is just right, try this:

**1. Before reading...**

Review the text features chart before reading. Review the title page and table of contents of your non-fiction book. What do you think the book is going to be about? Make a prediction.

**2. During Reading...**

Look for text features in the book while you are reading. What text features do you notice? Do you see captions, headings, bold words, images, maps or diagrams throughout the book? What other text features do you notice? What information is being shared?

**3. After Reading...**

Think about what you read and what you learned about. What is the main idea of the book? What evidence supports the main idea? Look for evidence in the different text features to find details that support the main idea.

**4. Activity**

Complete a Non-Fiction Response after reading non-fiction books. You can write your response in a notebook or on a piece of paper. If you have a printer you can print a copy of the non-fiction response card, shown below. Start your response by writing down the title and author of the book you read. Write a list or check off the different text features you saw while reading. Think back on what you read. What was the author's purpose? What was the main idea of the book and what evidence supports the main idea? Review the text features in the book to help you find supporting details and evidence. Write about two supporting details that you understood from different text features.

**NON-FICTION RESPONSE**

**NAME:**  
**DATE:**

**TITLE & AUTHOR:**

**MAIN IDEA:**

**EVIDENCE:**      **EVIDENCE:**

**TEXT FEATURES:**

<input type="checkbox"/> TABLE OF CONTENTS	<input type="checkbox"/> PHOTOGRAPHS	<input type="checkbox"/> CHARTS
<input type="checkbox"/> INDEX	<input type="checkbox"/> CAPTIONS	<input type="checkbox"/> MAPS
<input type="checkbox"/> GLOSSARY	<input type="checkbox"/> LABELS	<input type="checkbox"/> FACTS
<input type="checkbox"/> HEADINGS	<input type="checkbox"/> DIAGRAMS	<input type="checkbox"/> VOCABULARY
<input type="checkbox"/> SUBHEADINGS	<input type="checkbox"/> GRAPHS	<input type="checkbox"/> BOLD, ITALICS

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