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## Nonfiction text features worksheets kindergarten word list

As students make their predictions and discuss various features, they anticipate what they will read and set a purpose for their reading (Lubliner, 2001). In addition to the benefits already discussed, the text feature walk is an engaging structure that builds students' interest in learning and enhances their construction of meaning. Most primary students have used the picture walk technique to preview text (Stahl, 2004). To make this successful, you should cluster students, so each group is heterogeneous with varied strengths and no one group has all the quiet, reserved children. Check out THIS post. Sometimes, if the content is unfamiliar and students are unable to make connections, the text features actually frontload vocabulary and concepts that will be important in the main body of the text. Then, set a timer and have students page through their books. Find the bundle HERE.) Centers are great for independent work, or as whole group led activities. Quickly bring students into the fold by having them read a text feature and explain how the information in the text feature may contribute to the main idea of the text. As each feature is read, students must think about and discuss how the information relates to the main idea of the text. Digital Resources Nonfiction Text Features Learning Videos Using a video, while not always ideal, can be a great tool for visual learners and for engagement! Here are a couple videos from YouTube that can be helpful for teaching nonfiction text features. This is best done using a think-aloud in a whole-group setting (Kelley & Clausen-Grace, 2007, 2008). Whether you teach one subject or all subjects, ultimately your goal is the same: student learning and achievement. Instruct them to run their hands over the main body of text. Students learn how vital it is to read and think about the features that support text. These passages are helpful when working as a whole group, small group or students on their own. A poorly organized text can impede the reader by being counterintuitive. Each group completed a before reading sheet, on which they wrote predictions of what they thought they would learn about the human body from reading their science text. Text Feature Hunt Want students to self locate text features? Common text features to explicitly teach students Name of text feature Purpose of text feature Title Quickly tells the reader what information they will learn about Table of contents Shows students the different chapter or section titles and where they are located Index Directs students where to go in the text to find specific information on a topic, word, or person Glossary Identifies important vocabulary words for students and gives their definitions Headings or subtitles Help the reader identify the main idea for that section of text Sidebars Are set apart from the main text, (usually located on the side or bottom of the page) and elaborate on a detail mentioned in the text Pictures and captions Show an important object or idea from the text Labeled diagrams Allow readers to see detailed depictions of an object from the text with labels that teach the important components Charts and graphs Represent and show data related to, or elaborate on, something in the main body of text Maps Help a reader locate a place in the world that is related to text Cutaways and cross sections Allow readers to see inside something by dissolving part of a wall or to see all the layers of an object by bisecting it for viewing Inset photos Can show either a faraway view of something or a close-up shot of minute detail Once students are familiar with text features and able to hold a focused discussion about text, you can easily introduce the text feature walk structure and teach them to use it. Recognizing that discussion was integral to the success of the text feature walk, we were curious whether discussion alone would be just as helpful as the text feature-centered discussions such as we used in the text feature walk structure. Group 1 served as a control group. After someone reads their feature, all members should discuss the predictions, questions, or connections they have to the feature and how they think it relates to their predicted main idea. To determine the effect on student comprehension and learning, the researcher and graduate assistant evaluated student responses on the checkpoint and review. The text feature walk accomplishes all three of these goals. Assign a short section of text (2-4 pages), then walk around and listen in as they work. Never fear! Here at Lucky Little Learners, we have you covered with some resources to make this skill engaging and FUN to teach! (Bonus, these are LOW prep and can be implemented TODAY!) Hands On Resources 1. Active readers evaluate text features before and during the reading process. 5. The researcher used stratified random selection from each pile to create the three groups. As with any structure or strategy, you will need to explicitly model how you as an expert reader use a text feature to make a prediction. Text organization refers to the patterns and structures used by the author(s) to write the text. Flipping through the manual, they see it is time to teach nonfiction text features. They also make better quality predictions, anticipate their learning, and comprehend more fully, ensuring better understanding of the content being studied. You will need to remind groups of their goal and that they should be discussing how they think the feature relates to the main body of text, not just taking turns reading the text features. Remember, together we are better! Save this idea to your Pinterest board by clicking on the pin below! Leveled Books and their accompanying lesson plans, worksheets, comprehension quizzes, and discussion cards help teach students the skills and strategies to successfully read and comprehend informational text. Ask students why authors and designers include text features. Group 3 conducted a text feature walk of the selected section prior to writing their predictions, reading the text, and completing review questions. Have students look at pages in a science or social studies book. The text features in the table below are quite common and among those you will want to directly teach to students. You will want to begin by explaining that a text feature walk is like the picture walks they did when they were learning to read picture books. From this report, three piles were made based on students' scores, one for above level, one for on level, and one for below level. Strategies help learners organize information, reflect on a topic, and learn. Each group also read the text and answered the review questions at the end of the section selected. How can this skill be made fun for students? What's more, 80% of all adult reading is devoted to expository or nonfiction text. Success with informational text is critical to students' future success in higher education and the workplace. When students enter the intermediate grades, they are required to read more textbooks and informational texts to learn, but reading textbooks and informational texts can be difficult for students due to the higher level vocabulary and concept-dense content. We teach students to use this structure to help them predict what they will be learning. In addition, you want to be sure students know the difference between an interactive conversation about a text and just taking turns talking about a text. As students move through text features in a given section, they become familiar with the text's organization and access important background knowledge related to the content (Honig, Diamond, & Gutlohn, 2000). Don't forget...our Nonfiction Text Feature Toothy, featured in our 2nd grade Toothy bundle, can be played in a digital format as well! Want to learn how to assign Toothy digitally? After the students in this group made their predictions, they read the text silently then answered the review questions. The text feature walk group had the highest average correct. This type of active learning is important for both vocabulary acquisition (Kibby, 1995; Nagy & Scott, 2004; Rupley, Logan, & Nichols, 1998) and content learning. The success of the text feature walk is dependent on knowledge of text features and the ability to self-scaffold through discussion. Yet by sixth grade, most of what students are required to read is nonfiction. In a text feature walk, students work in a small group, reading each feature in the order that it appears and discussing what they think they will be learning. Text features include all the components of a story or article that are not the main body of text. It has proven to be highly engaging! The kids LOVE drawing in their teeth when they get a correct answer. It is helpful to spend a few weeks having students simply identify and read various text features prior to initiating a text feature walk. Walk around and check after the timer runs out. Although teaching students to effectively navigate expository text using a text feature walk takes time initially, the rewards reaped once the structure is in place make up for it. Our work with the text feature walk structure proved that Alice had it right: Books are much more valuable with pictures and discussion. Nonfiction Reading Passages This GROWING bundle has a handful of passages featuring nonfiction text features as their primary skill. For example, if a student is reading about ancient Rome, a detailed map can be very helpful. The text feature walk is a structure that addresses each of these facets of expository text. This article will describe how to employ a text feature walk in your classroom and report on the benefits we have garnered from using this technique, including results from a pilot study we conducted in the spring of 2007 to determine its effectiveness (Kelley & Clausen-Grace, 2008). Nonfiction Text Features Reading Center Activity Our Literacy Centers bundle has a nonfiction text features center! (As well as covering TONS of other skills. Making a chart WITH the class will help cement learning on the selected skill. As your students hunt for various text features, they'll learn that these features provide important information about the text they're reading! See in a Lesson PlanAdd to collectionAssign digitallyCommon Core State StandardsTexas Essential Knowledge and Skills (TEKS)Virginia Standards of Learning (SOL)Next Generation Science Standards (NGSS)BC Performance StandardsAlberta Program of StudiesThe Australian Curriculum (ACARA)The Victorian Curriculum (F-10) (Click on Get Worksheet below) What are text features? As hypothesized, the control group had fewer relevant predictions than the treatment groups, and group 3, the text feature walk group, had the greatest number of pertinent predictions. This guided practice under your supervision is important so that students can revert back to modeling and direct instruction if needed. Although there are limitations to our pilot study, such as having a small sample size, these results confirmed our observations that when students do a text feature walk, they are able to make better predictions and learn more from reading the text. (Like HUNDREDS more ideas!) Hop over to our Facebook group, Lucky 2nd Grade Teachers. Teachers must recognize factors within a text that can enhance or impair comprehension. How do text features support reading comprehension? Then, have students read the main body of the text and debrief with them on what they learned and how the text feature walk assisted with comprehension. Groups 2 and 3 were the treatment groups. Irrelevant ideas (i.e., those not related to the text) and repeated ideas were not included in a group's total count. To assist teaching and facilitate student learning, we often teach students to employ a strategy. The researcher (first author) and a graduate assistant read through each student's before reading sheet to determine the total number of predictions included for each group. After three years of implementing text feature walks with students, we knew the practice engendered more meaningful predictions and deeper comprehension of text. Our Lucky Little Toolkit has a nonfiction text feature anchor chart already created! Check out our toolkit HERE. The content of a text is what we want students to learn. Identify the Text Features: This free game from Education.com is great for review that has students find and click on text feature types. The key to proper usage is all in the preparation and training of students. You should start by making sure they are familiar with text features. 2. Once a 95% agreement was reached, totals were obtained to determine which group had the most predictions related to the text. Don't want to create an anchor chart from scratch? Here is an easy to use idea! Pass out a reading level appropriate nonfiction book to each student. Explain that everything else is considered a text feature. Knowledge of text features is not the only prerequisite to a successful text feature walk. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams. Eventually, the goal is to move the text feature walk structure from whole-group to small-group use. (Self correcting--no teacher correcting! BONUS.) The nonfiction text features toothy set is part of our 2nd grade Reading Toothy Bundle. A slight panic develops. Interestingly though, students often ignore these essential text features (Kelley & Clausen-Grace, 2008; Spencer, 2003), even though they have been taught their importance. Here's a song about the physical parts of a book (title, author, spine, chapter headings, etc...) Games Games can be great for review after teaching the skill! Here are some great online options. By looking at and talking about the illustrations in a text, students activate prior knowledge, make predictions, and set a purpose for reading (Clay, 1991; Fountas & Pinnell, 1996). Nonfiction Text Features Memory: The old classic memory game matching the nonfiction text feature type with a picture example of the feature. Nonfiction Text Features Toothy Have your students played toothy yet? Show an example of a type of text feature, captions for example. Used correctly, the text feature walk is a very powerful tool (see chart below). Knowing how each of these features work helps students locate information quickly and better understand what they are reading. Check out the bundle HERE. 220), (2) purposefully guide the student as they read in the content area, and (3) help students to integrate their reading with content learning. These enhancements are particularly present in nonfiction works. You might also think about which students have background knowledge of the topic. All types of publishing use graphic and organizational features to increase comprehension, separate content, and add visual interest to the text. To explore this question, we divided Nicki's (second author) classroom into three groups. After acknowledging that our intermediate students failed to read or gave little importance to text features when reading, we developed the text feature walk strategy. Keep these up during the week (or entire unit) for students to reference. Hopefully these ideas will get students excited for nonfiction text feature learning! Want more ideas? In addition to these complexities, expository nonfiction also contains numerous text features that supplement and present important content that the student must read in order to fully comprehend. These features can be helpful if they are concise, related to the content, and clear, or they can be harmful if they are poorly organized, only loosely related to the content, or too wordy. If not, check out THIS post to learn more. These discussions help students create mental models and increase the likelihood that they will read and remember (Recht & Leslie, 1988). These factors fall into three categories: text features, text organization, and text content. You can put the answer sheet in a "special" spot in the classroom and let students self correct their center work! 4. Not only will it provide clarification, but some students are more visual and this type of text feature can help them to comprehend, and put into context, what they are reading. Anchor Chart Anchor charts are AMAZING for visual learners. The text feature walk is a technique that follows a protocol similar to the primary picture walk. Content can be accessible if it is reduced to manageable chunks, or it can be intimidating if it includes too much specialized academic vocabulary and too many abstract concepts. Groups of four work very well. The PDF below includes 20 printable PDFs (all in one file) that you may use to place on the bulletin board, covert to PowerPoint, or hand out to students. Surprisingly, group 2, the group that discussed the topic without the text feature walk, performed lower than group 1, the control group. Tell students they will take turns identifying and reading text features in the order they appear in the text. The three groups were formed based on the teacher's report for the Scholastic Reading Inventory (1999) which placed students in above, on, or below grade-level groups based on their Lexile scores. After explaining and putting students in groups, give each group a copy of the directions to help them remember what to do. In addition to having various strategies to assist with content learning, knowing how to navigate the text is extremely important. This can be repeated for several types of features. A well-organized text assists the reader through predictable placement of information. Effective primary teachers use this instructional strategy when teaching students how to read (Taylor, 2002), yet this supportive practice is not as common when students read expository text and is often discarded as students move from reading picture books to chapter books. (Also, if using these passages for each comprehension skill, students will be familiar with them, thus leading to successful independent work time!) Want to hear more about these passages? Ruddell (2009) recommended that reading strategies do three things: (1) provide students with the opportunity "to interact and transact with the text" (p. Group 2 had a discussion about the human body with textbooks closed, then predicted, read, and answered review questions. The following text feature elements are included: Title Page Table of Contents Index Glossary Subtitle Heading Subheading Keywords Guide Words Text Box Timeline Illustrations and Photographs Captions Diagrams Labels Maps Charts and Graphs Icons Bullets A teacher sits down to lesson plan for the upcoming week. Best part? Once most groups are finished, have the students come back together as a whole group to discuss what went well and what they learned from discussions. 3. Here's a teacher-created video showing examples of different nonfiction text features. Students like this activity because of the timer challenge. They are now ready to read and more fully comprehend the text. When they find the caption they hold their finger on it. The entire text feature walk should be done before students actually read the main body of text. This continues on until all of the features have been discussed or time is called by the teacher. Studies show that only 7-15% of classroom time is spent studying informational text.





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