

USE TEXT FEATURES TO LEARN IMPORTANT INFORMATION (TITLES, HEADINGS, CAPTIONS, GRAPHIC FEATURES)	
UNDERSTAND	<p><b>Definition</b> Readers recognize text features that authors use to convey meaning. They use their knowledge of these features to help them understand what they are reading. These features include titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways.</p>
	<p><b>When to teach this strategy</b> <b>If you see readers who . . .</b></p> <ul style="list-style-type: none"> <li>• skip text features when they are reading and miss important information.</li> <li>• read quickly and read on, and don't understand the importance of the text features in their text.</li> <li>• are unaware of the purpose of specific text features.</li> </ul>
PREPARE	<p><b>Why we teach it</b> The texts we read each day contain common features that present important content that must be understood to comprehend the text fully.</p>
	<p><b>Secret to success</b> Tune in to and look for text features. When you find them, use their content and your background knowledge about the features themselves to help you understand what you are reading.</p>
TEACH	<p><b>How we teach it</b> Using a nonfiction selection, we start by noticing the text features and adding them to a class chart labeled "Text Features." The chart has three columns: "Type of Text Feature," "Page Number," and "How Feature Aids Comprehension." As we read the text and discover a text feature such as a caption, heading, or italicized term, we add it to the chart and infer how it aids our understanding. We come back to this chart and activity as we continue to explore features, and we refer to it whenever we find a new text feature in our reading.</p> <p>Students can use sticky notes when identifying text features in their nonfiction books. The student simply places a sticky note on each text feature they come across when reading. As you confer with the student, notice which text features they routinely identify and which they may be forgetting.</p>
	<p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>What text features have you noticed in your reading?</i></li> <li>• <i>What prior knowledge do you have about that feature?</i></li> <li>• <i>How does this text feature help you understand the selection you're reading?</i></li> </ul>
SUPPORT	<p><b>Instructional Pivots</b> <b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Have students verbalize the text features and how they aid in comprehending.</li> <li>• Use a chart to keep track of the different types of features and how they help the reader.</li> <li>• Have students place sticky notes near the features in their text. Then confer with them and check that they are using them to enhance understanding.</li> </ul> <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	<p><b>Partner Strategies</b> These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Check for Understanding; Monitor and Self-Correct</i></li> <li>• <i>Recognize Literary Elements</i></li> <li>• <i>Determine and Analyze Author's Purpose and Support with Evidence</i></li> </ul>