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# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



## Lesson 3: Exploring Text Features

**Focus Standard:** RI.1.5

**Additional Standards:** SL.1.1, SL.1.2,

**Estimated Time:** 1-2 Days

**Text(s):** *George Washington* by Caroline Gilpin

**Resources and materials:**

- Handout 3.1: Text Feature Scavenger Hunt
- Handout 3.2: Lesson 3 Homework
- Text Feature Anchor Chart (from previous lesson)
- [Text Feature Rap](#) (short video)
- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Chart paper
- Markers
- Sticky notes

**Lesson Target(s):**

- Students will understand that:
  - Authors include text features for their reader to share more information than just the written word.
  - Readers use text features found in informational text (e.g., subheadings, photographs, captions, bold print, glossaries, electronic menus, icons) to locate key facts and to enhance their new learning.
  - Readers must utilize all parts of informational text (text features and words) to gain full understanding of the text.
- Students will be able to:
  - Identify different types of text features within a text.
  - Explain the purpose of different types of text features within a text.
  - Explain how various text features help readers learn new information from text.

- Identify the information provided in the different types of text features used in the text.
- Use text features to answer questions about the main topic.

**Guiding Question(s):**

- What is a text feature?
- How do we know a book is informational?
- Why does an author/illustrator include text features in an informational text?

**Vocabulary****Academic Vocabulary:**

- Table of Contents
- Illustration
- Caption
- Map
- Timeline
- Glossary
- Labels

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words

**In-ConTEXT Vocabulary:**

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

**Strategies for Teaching How to Determine Meaning from Context Clues:**

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

**Direct Instruction Text Vocabulary:**

- British
- Revolutionary War
- Colony
- Declaration of Independence

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students act out the words or attach movements to the words

## Instructional Plan

### Anticipatory Set/Introduction to the Lesson:

Play the [Text Feature Rap](#) short video. Have students discuss what they have learned about text features so far this unit.

### Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: listing text features in informational text and how those text features help students. Ask students what a text feature is. Ask students to list some text features that they hear in the video clip they will watch next. Tell students this lesson will give them information about different text features and their purposes.

### Activity 1: Direct Instruction Vocabulary

Display the text-specific vocabulary students will need to learn in order to comprehend the text:

- British- a person from Great Britain (England).
- Revolutionary War- the war fought between the British and the thirteen original colonies.
- Colony- a group of people who move to a new place but still follow the laws and rules of their old country
- Declaration of Independence- a statement written in 1776 saying America had a right to be free and make its own rules.

Before reading the text, see the strategies listed under the “Instructional Strategies for Direct Instruction Text Vocabulary” section or see this resource about [multisensory vocabulary instruction and activities](#) to help students understand the meaning of these words before or while they read the text. Tell students to listen for these words during the reading because you will either discuss the meaning of them or perform an action to represent the meaning of each word.

### Activity 2: Read the Text

Distribute copies of *George Washington* by Caroline Gilpin and ask students to preview the text by viewing the cover and the title page. Ask students to predict whether text is fiction or informational. Ask them how they know. (The cover uses a photograph; Illustrations are actual photographs; Text features are present; Some words are written in bold.)

First Reading: Read aloud text as students follow along. Allow students to engage with text by having them act out the vocabulary words when each word is read in the story. As you read, ask the following questions:

- What text feature do you see on page 4?
- What text feature is shown on page 10? Why did the author use this feature?
- What text features are used on page 12-13? What do these features show the reader?
- What text feature is shown on page 26-27? What information does it show?

As each text feature is discussed, refer to the Text Feature anchor chart created in earlier lessons.

### **Activity 3: Small Group Instruction**

Provide [differentiated instruction](#) for students based on their individual needs for better comprehension of the text. For example, have students with mid-level or low-level comprehension skills use a graphic organizer to retell the text. Have students with high-level comprehension skills retell a text pretending to be someone who was present in that time period.

During small group time, address these questions after differentiated activities occur.

#### **High-performing Students**

Students will read the entire text independently. Ask students to read silently or using a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic. Ask the following questions:

- How do we know this text is informational?
- What do the details teach us in this text?
- On page 2, what text feature is shown? How does this help the reader? What text feature do you see on page 4?
- What text feature is shown on page 10? Why did the author use this feature?
- What text features are used on pages 12-13? What do these features show the reader?
- What text feature is shown on pages 26-27? What information does it show?
- Find another example of a text feature and tell why the author used it.

**On-level Students**

Read page 2-11 independently using the procedure outlined in the *High Performing Students* section above. Ask the following questions:

- How do we know this text is informational?
- What do the details teach us in this text?
- On page 2, what text feature is shown? How does this help the reader?
- What text feature do you see on page 4? How does this help the reader?
- Ask students to find another example of a text feature and tell why the author used it.

**Low-performing Students**

Before reading, ask students turn to page 6. Tell students George Washington had a brother named Lawrence. Have them find his name, and put their finger under it. They owned a plantation. Have students find *plantation*, and put their finger underneath it.

Have students turn to page 2 and read the Table of Contents together. Ask students:

- On page 2, what text feature is shown? How does this help the reader?

Have students read page 4-7 independently while using the phonics phone procedure outlined in the *High Performing Students* section. Ask the following questions:

- How do we know this text is informational?
- Look at the pages you just read. What text features are seen on these pages? What do these text features do?
- What text feature do you see on page 4? How does this help the reader?
- Find another example of a text feature and tell why the author used it.

**Activity 4: Showing Mastery of the Standard**

Explain to students the parts of **Handout 3.1: Text Feature Scavenger Hunt** and how to complete it. Split groups in previously determined heterogeneous groups and have them to complete the **Handout 3.1**.

Ask students why authors/illustrators include text features in informational writing. After the discussion, tell students informational texts teach using many different tools, not just in the words written in the book. Those tools are text features, and authors use them to provide more information or to explain in more depth what the text says.

**Activity 5: Understand the Text**

Divide the class into pairs. Have each pair review the text by explaining to each other one piece of information they learned about George Washington. Using a sticky note, ask each pair to close their text and record a sentence about information they learned. If they can't remember any information, ask them to re-read, close the book, and then write.

Ask the class to gather back together, and have the partner groups share the facts they remembered.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Groups needing guidance may be pulled to work under teacher's supervision.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students can select a text feature of their choice and create it on the back of their scavenger hunt.

**Reflection and Closing:**

Exit Ticket: Have students answer the essential question in their RR journals.

T: How do key details in a text help a reader understand the main idea?

Students will create a text feature about an image of George Washington. Students will also write two pieces of information about Washington. See **Handout 3.3: Lesson 3 Homework**.

## Homework

### Options:

- See page 14 of the [Family Guide for Student Success](#).
- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- While reading, divide a sheet of paper into two columns. Use one column for information found within the text and the other column to record information learned through the text features.

## Handout 3.1: Text Feature Scavenger Hunt

Name(s) \_\_\_\_\_ Date \_\_\_\_\_

# Text Feature Scavenger Hunt

Title of your book

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Author

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## Which text features can you find?

Put a checkmark when you find it, and give details about each one.

X	Text Feature	Page #	Explanation	This text feature helped me to:
<input type="checkbox"/>	Illustration		What illustration did you find? _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Caption		This is what the caption said: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

□	Table of Contents		This is the title of a chapter in this Table of Contents: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Heading		The heading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Sub-heading		A subheading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Map		This map is about: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Timeline		This is what one of the dates on the timeline says: <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word

			_____	<input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Glossary		This is a word from the glossary and what it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	<b>Bold,</b> <i>italics</i> or colored print		This is bolded (italicized, or colored) word from the text and it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

**Handout 3.2: Lesson 3 Homework**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Using the picture of George Washington, create a text feature that gives more information. (Ex: Title, label, caption, etc.) Write two facts in complete sentences about George Washington underneath the picture.



1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

For training or questions regarding this unit,  
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