

NONFICTION

2<sup>ND</sup> & 3<sup>RD</sup> GRADE

RI.2.5 / 3.5

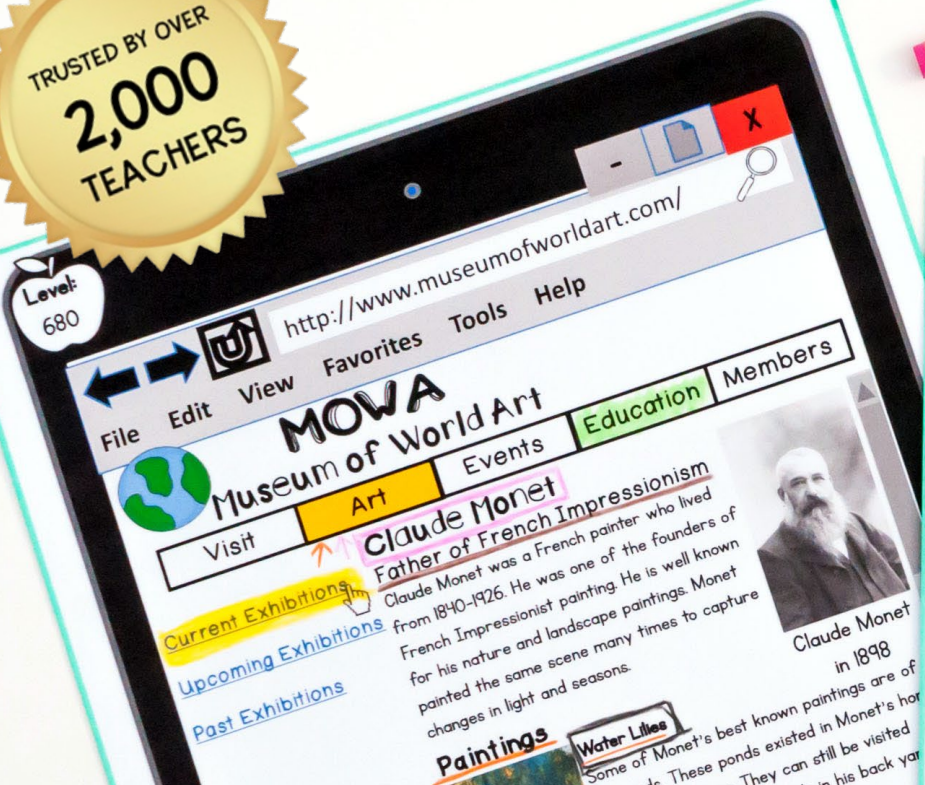
# TEXT FEATURES



websites & books

TRUSTED BY OVER  
2,000  
TEACHERS

Level:  
680



### Text Features

1. Where on the website can you find the address of the museum?

- a. the sidebar
- b. the email icon
- c. the hyperlink
- d. the *Members* tab on the electronic menu

2. Identify a painting that you could see at the MOWA. Then explain which two text features on this website helped you locate this information.

Name of painting: Water Lilies

First text feature that helped me: the subheading, "Paintings"

Second text feature that helped me: the "art" tab on the electronic menu

3. The hyperlinks tell you: (Choose all that apply.)

- a. current exhibits at the MOWA
- b. events at the MOWA
- c. Claude Monet's paintings

4. Which text feature could a teacher use to get information about teaching and field

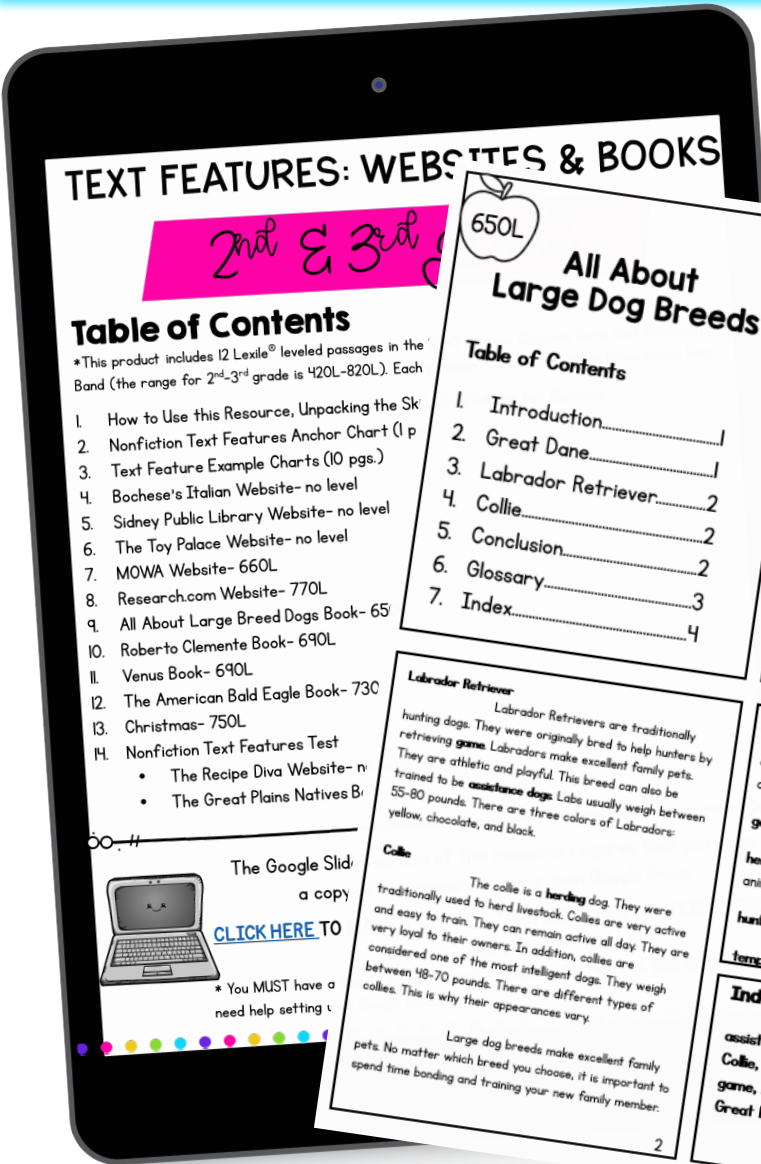


# WHAT'S INSIDE?

**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 2<sup>nd</sup> and 3<sup>rd</sup> grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and  
Google  
Slides Included



650L

### All About Large Dog Breeds

#### Table of Contents

- 1. Introduction.....1
- 2. Great Dane.....1
- 3. Labrador Retriever.....2
- 4. Collie.....2
- 5. Conclusion.....2
- 6. Glossary.....3
- 7. Index.....4


### All About Large Breed Dogs

Large dog breeds make excellent pets for different needs and temperaments. Some large breeds make excellent guard dogs, while others are great helpers.

#### Types of Large Dog Breeds

**The Great Dane**

One of the largest dogs is the Great Dane. These massive dogs can weigh between 100-200 pounds. Great Danes were originally bred to be **hunting dogs**. Nowadays, their size and loud barks make them excellent guard dogs. This breed is known as the "Gentle Giant". This is because they are known to be very friendly and loving. They get along well with other dogs, animals, and people.



Great Danes require daily walks.

#### Labrador Retriever

Labrador Retrievers are traditionally hunting dogs. They were originally bred to help hunters by retrieving **game**. Labradors make excellent family pets. They are athletic and playful. This breed can also be trained to be **assistance dogs**. Labs usually weigh between 55-80 pounds. There are three colors of Labradors: yellow, chocolate, and black.

#### Collie

The collie is a **herding dog**. They were traditionally used to herd livestock. Collies are very active and easy to train. They can remain active all day. They are very loyal to their owners. In addition, collies are considered one of the most intelligent dogs. They weigh between 48-70 pounds. There are different types of collies. This is why their appearances vary.

Large dog breeds make excellent family pets. No matter which breed you choose, it is important to spend time bonding and training your new family member.

#### Glossary

**assistance dog**: a dog trained to help a person with a disability

**game**: wild birds or mammals that are hunted

**herding dog**: a dog that is able to gather a group of animals together and move them from place to place

**hunting dog**: a dog that hunts with or for humans

**temperament**: nature of behavior

#### Index

assistance dog, 2	herding dog, 2
Collie, 2	hunting dog, 1
game, 2	Labrador Retriever, 1
Great Dane, 1	temperament, 1



# 10 NONFICTION PASSAGES

**Roberto Clemente**  
The Life and Legacy of a Hero

**Childhood**  
Roberto Clemente was born on August 18, 1918. He was born in Puerto Rico. He was the youngest of seven children. Roberto grew up in poverty, so he worked in the sugar fields to help his family. When Roberto was very young, he had a love of baseball. At just 16, he played baseball for Puerto Rico's amateur team.

**The Beginning of a Career**  
When Roberto was 18, he was offered a contract to play baseball. Two years later, Roberto moved to Canada to play baseball with the Montreal Royals. Roberto sat on the bench most of this year. A scout from the Pittsburgh Pirates noticed Roberto and recruited him the next year.

**Major Leagues**  
Roberto began playing with the Pittsburgh Pirates in 1955. He struggled with people judging him because of his race. Also, he did not know much English. Roberto stood up to the discrimination. He also became friends with other players who were treated unfairly due to their race. Despite the discrimination Roberto encountered, his talent spoke for itself. In the 1960s, Roberto earned National League All-Star every year except for 1968. He also won two World Series MVP.

**Personal Life**  
In 1971, Roberto was thirty years old, he married Vera Zabala. They had three children. Roberto spent his off-season doing charity work.

**Death**  
One of Roberto's charity projects included helping Nicaragua after a huge earthquake. Tragically, the airplane crash flight to help the survivors. After his death, Roberto was inducted into the Baseball Hall of Fame. The Roberto Clemente Award is also created. Each year, an outstanding baseball player involved in the community receives this award.

**Glossary**  
amateur: someone who plays a sport for fun  
discrimination: treating someone different because of their race, age, or sex  
MVP: an award for the most valuable player  
recruit: a new member of a group

**Index**  
amateur, 1  
discrimination, 2  
major leagues, 2  
MVP, 2  
Montreal Royals, 1  
National League All-Star, 2  
Pittsburgh Pirates, 1, 2  
recruited, 2

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

**Text Features**  
1. Where on the website can you find the address of the museum?  
a. the sidebar  
b. the email icon  
c. the hyperlink  
d. the Members tab on the electronic menu

2. Identify a painting that you could see at the MOWA. Then explain which two text features on this website helped you locate this information.  
Name of painting: Water Lilies  
First text feature that helped me: the subheading "Paintings"  
Second text feature that helped me: the "art" tab on the electronic menu

3. The hyperlinks tell you. (Choose all that apply.)  
a. current exhibits at the MOWA  
b. events at the MOWA  
c. Claude Monet's paintings  
d. the email address of the MOWA

4. Which text feature could a teacher use to get information about teaching and field trips?  
a. a subtitle  
b. a subheading  
c. the hyperlink Upcoming Exhibits  
d. the Education tab on the electronic menu

5. Which text feature would be most useful for finding out about taking art classes?  
a. the home icon  
b. the email icon

- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, biographical, scientific, and historical texts.

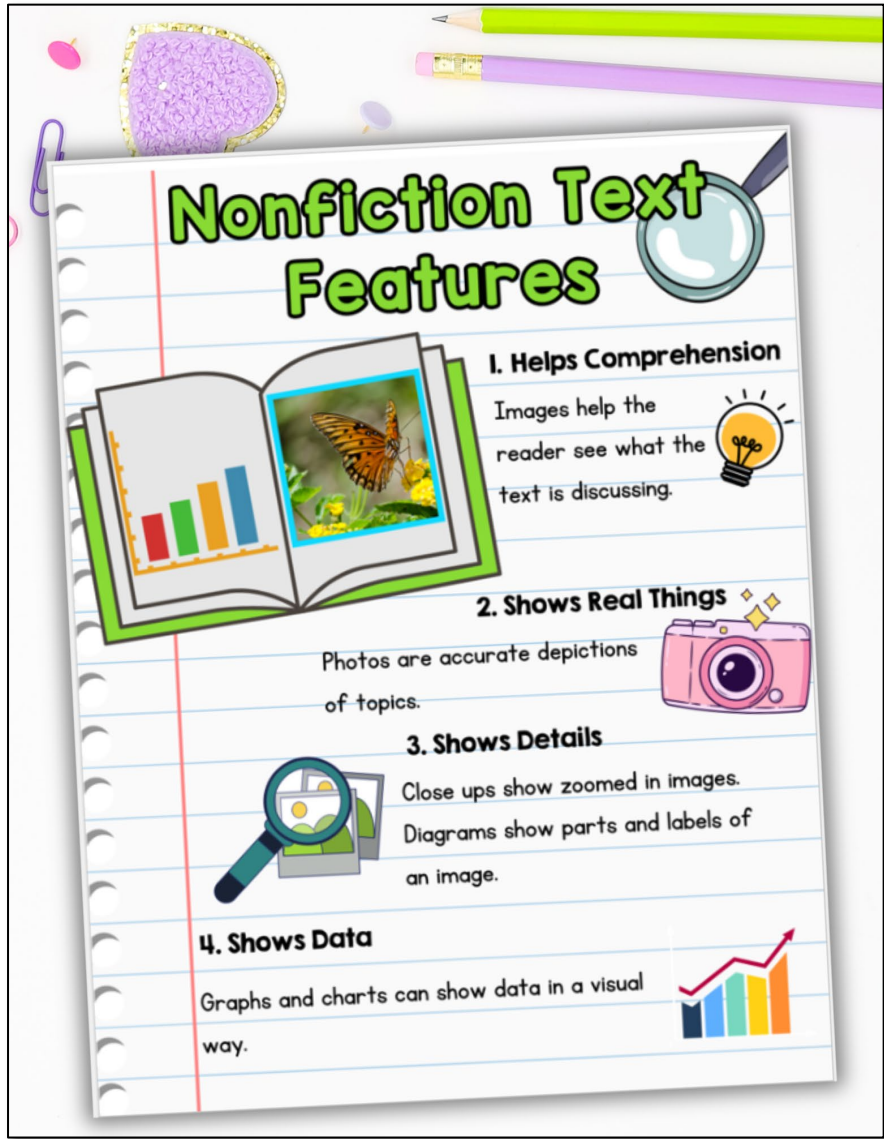
# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

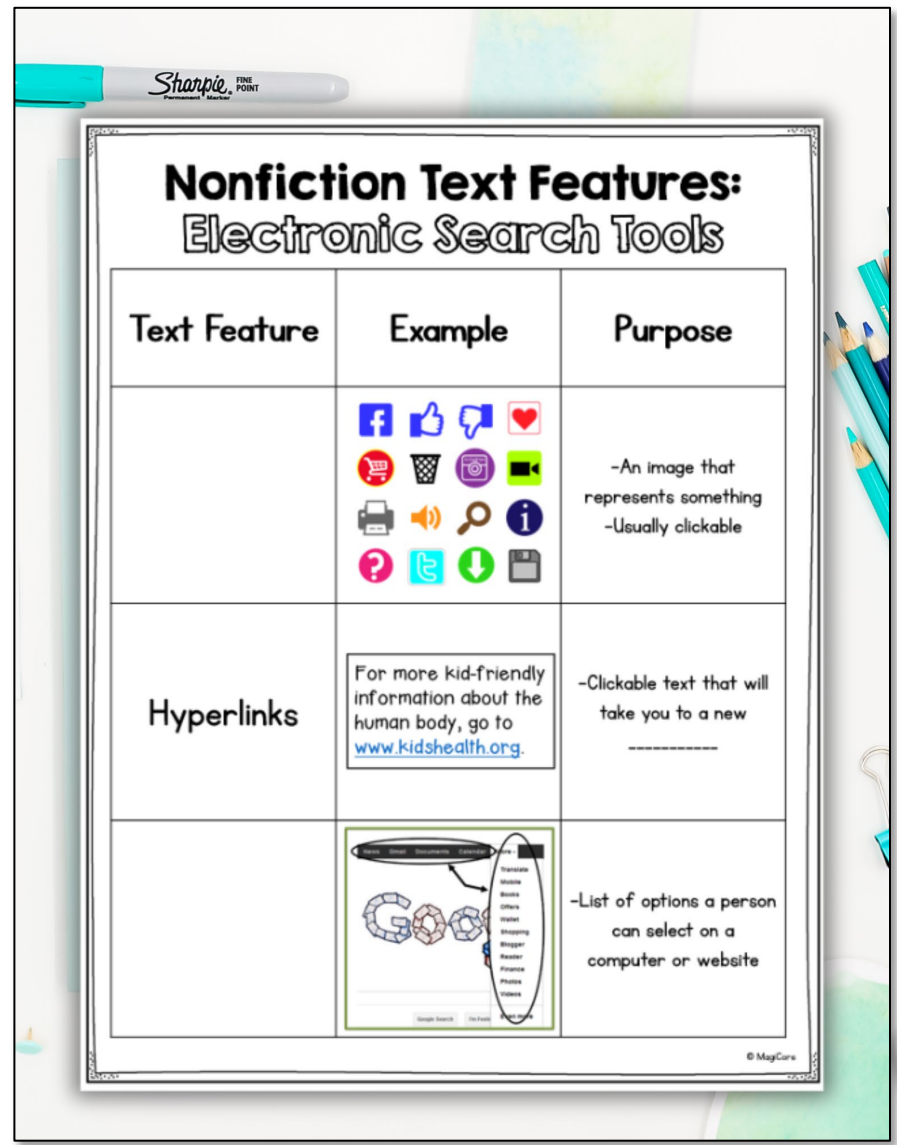
The collage displays several educational resources. At the top, a worksheet titled 'Text Features' asks students to identify text features in a passage about Great Plains Native Americans. Handwritten answers include 'This book is all about the Great Plains Native Americans. I know this because of the title' and 'Dwelling: teepees'. Below this, another worksheet asks for the meaning of 'nomads' and 'migration', with answers like 'the index' and 'the bold print'. A third worksheet asks for the meaning of 'prairies' and 'nomads', with answers like 'the index' and 'the caption'. A reading passage titled 'The Great Plains Native Americans' describes their lifestyle, mentioning their use of horses and migration. A painting of Plains Native Americans on horseback is also included. The entire scene is decorated with several colorful crayons.



# ANCHOR CHARTS



- Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



Your students can refer to the anchor charts throughout the unit.



# MODEL PASSAGES & TEACHER DIRECTIONS

## Unpacking Nonfiction Text Features

Standard RL.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic media, etc.) to locate key facts or information in a text efficiently.

## Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- Familiarize Yourself with the Resource:** Review the resource thoroughly, including the passages that demonstrate the use of various text features, anchor charts explaining these features, and assessments. Understand the range of genres, topics, and text complexity levels covered to tailor instruction effectively.
- Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce and explain different text features and search tools. Display these charts prominently in the classroom and use them during read-alouds and content lessons to reinforce learning. Ensure students have access to copies of these charts in their reading journals.
- Model and Think Aloud:** Select a passage that includes a variety of text features. Read it aloud to the class while thinking aloud to demonstrate how each text feature helps in understanding or locating information within the text. Discuss the purpose of each feature and how it aids in navigation and comprehension.
- Guided Practice:** Assign small groups or pairs of students specific passages from the resource. Encourage them to use the anchor charts as a reference to identify and utilize text features in the passage. Guide them to discuss how these features help find information or clarify content.
- Collaborative Discussions:** Facilitate discussions where students can share how they used text features to enhance their understanding of the text. Encourage them to explain their process and the impact of specific features on their comprehension.
- Independent Practice:** Gradually transition students to working independently with different passages. Encourage them to rely on text features and utilize the strategies they've practiced to find and understand key information efficiently.
- Differentiation:** Adapt instruction to meet diverse learning needs. Provide additional support to students who struggle with understanding text features through targeted interventions or simplified practice passages. Challenge advanced students with texts that have more complex or less obvious features.
- Assessment:** Use the assessments provided in the resource to evaluate students' ability to effectively use text features and search tools. These assessments should help gauge both understanding and application of these skills in varied contexts.
- Review and Reteach:** Analyze assessment outcomes to determine areas where students may need additional instruction or practice. Organize strategy groups to focus on specific text features or searching techniques that were challenging for students.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model Text Features Name: \_\_\_\_\_ Date: \_\_\_\_\_

It is important to pay attention to the text features as you preview, read, or review text. Text features can guide you, so you know where to find information. Text features can also give you additional information. Read the text below. Study the text features. What information does each text feature give you?

### The Explosive World of Volcanoes

Volcanoes are fascinating natural structures that can erupt with incredible force. This short guide will explore different types of volcanoes and what makes them erupt.

#### Types of Volcanoes

- **Shield Volcanoes:** These are large, broad volcanoes with gentle slopes made from layers of lava. Examples include Mauna Loa in Hawaii.
- **Composite Volcanoes:** Known for their explosive eruptions, these volcanoes are tall and cone-shaped. They consist of layers of ash and hardened lava.





#### What Causes an Eruption?

Volcanoes erupt due to the immense pressure of hot gases and molten rock, called magma, beneath the Earth's surface. When this pressure builds up enough, it forces its way out, resulting in an eruption.

**Did You Know?**  
Volcano Alert Levels  
**Green:** No immediate danger.  
**Yellow:** Be cautious, volcano is restless.  
**Orange:** Eruption likely, prepare to evacuate.  
**Red:** Eruption in progress, evacuate immediately.

#### Safety Tips

In case of an eruption, keep distance, follow evacuation orders, and stay alert to updates from authorities.

Text Feature	What It Shows Me
Title 	
Headings 	
Bold Print 	
Sidebar 	

© MagCore



Model text and questions



# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

The image displays a set of educational materials for a unit on the Great Plains Native Americans. The materials are arranged on a white surface with several Crayola crayons scattered around them.

- Table of Contents:** A page with a dashed green border and a Lexile level of 790. It lists the following sections and their page numbers:
  - 1. Introduction.....1
  - 2. Nomads.....2
  - 3. War.....2
  - 4. Roles of Men and Women.....2
  - 5. Conclusion.....3
  - 6. Glossary.....4
  - 7. Index.....4
- Informational Text:** A page with a dashed green border containing text about the Plains Indians in the 1500s, their interactions with the Spanish, and their traditional roles. It includes a map titled "Locations of Plains Tribes" and a section titled "Roles of Men and Women".
- Glossary:** A page with a dashed green border defining key terms:
  - Great Plains:** flat land west of the Mississippi River and east of the Rocky Mountains
  - migration:** the movement of animals according to seasons
  - nomads:** people who travel from place to place
  - prairies:** large, flat lands with few trees
  - tepees:** portable tents made of few trees
  - tribes:** a community of people that are linked
- Index:** A page with a dashed green border listing page numbers for various terms:
  - Great Plains, 1, 2
  - horses, 1
  - migration, 1
  - nomads, 1
  - plains, 1, 2
  - Spanish, 2
  - tepees, 1
  - tribes, 1, 2
- Other Materials:** A page titled "The Great Plains Native Americans" with a paragraph about the group and a section titled "History of The Great Plains Native Americans" with a sub-section "Nomads". It includes a painting titled "Painting of Plains Native Americans at battle from 1899".



# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!

**Text Features**

1. What is this book about? Which text feature tells you this?  
This book is all about Roberto Clemente. The title of the book tells me this.

2. Where did Roberto Clemente grow up? Which text feature helped you find this information quickly?  
Roberto Clemente grew up in Puerto Rico.  
Text feature that helped me: the heading "Childhood"

3. What is the meaning of the word amateur? Which text feature helped you determine this?  
An amateur plays a sport for fun.

a. the index  
b. the glossary  
c. the bold print  
d. a subheading

4. On what page could you read about Roberto's personal life? Which text feature helped you?  
Page Number: 2

a. the glossary  
b. the bold print  
c. a subheading  
d. the table of contents

5. On what pages could you find the words "Pittsburgh Pirates"? Which text feature helped you find these page numbers quickly?  
Page Number: 187

a. the index  
b. the heading  
c. the glossary  
d. the table of contents

**Roberto Clemente**  
The Life and Legacy of a Hero

**Childhood**  
Roberto Clemente was born on August 18, 1918. He was the youngest of seven children. Roberto grew up in poverty, so he worked in the evening to help his family. When Roberto was very young, he had a love of baseball. At just 16, he played baseball for Puerto Rico's amateur team.

**The Beginning of a Career**  
When Roberto was 18, he was offered a contract to play baseball. Two years later, Roberto moved to Canada to play baseball with the Montreal Royals. Roberto sat on the bench most of his year. A scout from the Pittsburgh Pirates noticed Roberto and recruited him the next year.

**Photo of Roberto during his Major League days with the Pirates.**

**Major Leagues**  
Roberto began playing with the Pittsburgh Pirates in 1955. He struggled with people judging him because of his race. Also, he did not know much English. Roberto stood up to the discrimination unfairly due to their race. He also became friends with other players who were treated unfairly due to their race. Despite the discrimination Roberto encountered, he never spoke for himself. In the 1960s, Roberto earned National League All-Star every year except for 1968. He also won two World Series MVP with the Pirates. In 1971, Roberto won the World Series MVP.

**Personal Life**  
In 1961 when Roberto was 43 years old, he married Vera Zabala. They had three children. Roberto spent his off-season doing charity work.

**Death**  
One of Roberto's charity projects included helping Nicaraguans after the fight to help the people. Roberto was on the plane that crashed into the Bay of Chesapeake. Roberto was inducted into the Baseball Hall of Fame in 1973. He was also inducted into the Baseball Hall of Fame in 1993.

**Glossary**  
**amateur:** someone who plays a sport for fun because of their race, age, or sex  
**discrimination:** treating someone different because of their race, age, or sex  
**MVP:** an award for the most valuable player  
**recruit:** a new member of a group

**Index**  
amateur, 1  
discrimination, 2  
major leagues, 2  
MVP, 2  
Montreal Royals, 1  
National League All-Star, 2  
Pittsburgh Pirates, 1, 2  
recruited, 2

**Table of Contents**  
1. Childhood ..... 1  
2. The Beginning of a Career ..... 2  
3. Major Leagues ..... 2  
4. Personal Life ..... 2  
5. Death ..... 3  
6. Glossary ..... 4  
7. Index ..... 4

Level: 670



# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

**ABOUT LEXILE LEVELS**

**CERTIFIED LEXILE PARTNER**

Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

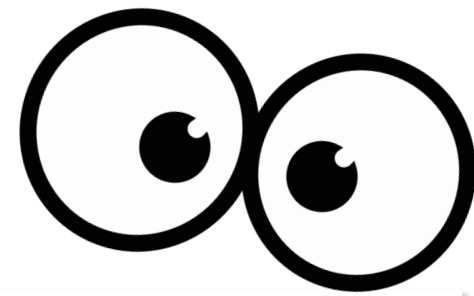
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

# TAKE A PEEK



## TEXT FEATURES: WEBSITES & BOOKS

2nd & 3rd grade

### Table of Contents

\*This product includes 12 Lexile® leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420L-820L). Each passage and question set is three pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Nonfiction Text Features Anchor Chart (1 pg.)
3. Text Feature Example Charts (10 pgs.)
4. Bochesse's Italian Website- no level
5. Sidney Public Library Website- no level
6. The Toy Palace Website- no level
7. MOWA Website- 660L
8. Research.com Website- 770L
9. All About Large Breed Dogs Book- 650L
10. Roberto Clemente Book- 690L
11. Venus Book- 690L
12. The American Bald Eagle Book- 730L
13. Christmas- 750L
14. Nonfiction Text Features Test
  - The Recipe Diva Website- no level
  - The Great Plains Natives Book- 750L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

\* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



## ABOUT LEXILE LEVELS



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The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

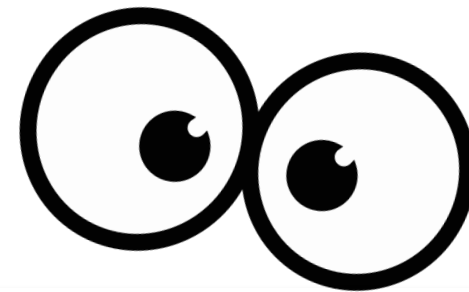


## Nonfiction Text Features: Electronic Search Tools

Text Feature	Example	Purpose
Icons		-An image that represents something -Usually clickable
Hyperlinks	<p>For more kid-friendly information about the human body, go to <a href="http://www.kidshealth.org">www.kidshealth.org</a>.</p>	-Clickable text that will take you to a new website
Electronic Menus		-List of options a person can select on a computer or website



# AND ANOTHER PEEK



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http://www.museumofworldart.com/

File Edit View Favorites Tools Help

**MOWA**  
Museum of World Art

Visit **Art** Events Education Members

[Current Exhibitions](#)  
[Upcoming Exhibitions](#)  
[Past Exhibitions](#)

### Claude Monet

Father of French Impressionism

Claude Monet was a French painter who lived from 1840-1926. He was one of the founders of French Impressionist painting. He is well known for his nature and landscape paintings. Monet painted the same scene many times. He wanted to capture changes in light and seasons.



Claude Monet in 1898

#### Paintings

**Water Lilies**  
Some of Monet's best known paintings are of lily ponds. These ponds existed in Monet's home in Giverny, France. They can still be visited today. Painting the lily ponds in his back yard took him 20 years.



**Women in the Garden**  
Monet began this painting when he was 26 years old. He painted this garden scene at a house he rented. He was originally criticized for this work.



**Address**  
1128 Main Street  
Cambridge, MA

Donate Shop **Art Classes**

© 2014 Baker

## Text Features

1. Where on the website can you find the address of the museum?

- a. the sidebar
- b. the email icon
- c. the hyperlink
- d. the *Members* tab on the electronic menu

2. Identify a painting that you could see at the MOWA. Then explain which two text features on this website helped you locate this information.

Name of painting: \_\_\_\_\_

First text feature that helped me: \_\_\_\_\_

Second text feature that helped me: \_\_\_\_\_

3. The hyperlinks tell you: (Choose all that apply.)

- a. current exhibits at the MOWA
- b. events at the MOWA
- c. Claude Monet's paintings
- d. the email address of the MOWA

4. Which text feature could a teacher use to get information about teaching and field trips?

- a. a subtitle
- b. a subheading
- c. the hyperlink *Upcoming Exhibits*
- d. the *Education* tab on the electronic menu

5. Which text feature would be most useful for finding out about taking art classes?

- a. the home icon
- b. the *Art Classes* icon
- c. the *Favorites* tab on the electronic menu
- d. the *Members* tab on the electronic menu

## Text Features

6. What text feature could you use to find the MOWA on social media?

- a. an icon
- b. a hyperlink
- c. bold print
- d. a subheading

7. What painter is featured under *Current Exhibits*? What text features helped you determine this?

8. What is the subtitle on the page that is displayed? Why does the author use this subtitle?

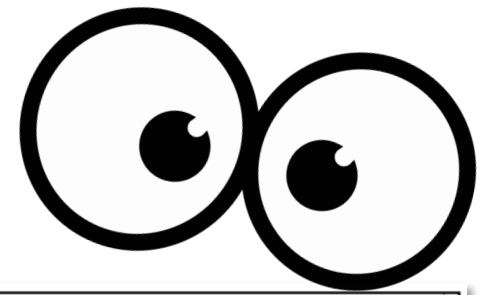
- a. Paintings
- b. Claude Monet
- c. Women in the Garden
- d. Father of French Impressionism

9. What text feature is used on the text *Water Lilies*?

- a. a subtitle
- b. a heading
- c. a hyperlink
- d. a subheading

10. Name a text feature the author of the text used. Then explain why the author used this text feature.

# CHECK THIS OUT TOO!



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## All About Large Dog Breeds

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3. Labrador Retriever.....2
4. Collie.....2
5. Conclusion.....2
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**Labrador Retriever**

Labrador Retrievers are traditionally hunting dogs. They were originally bred to help hunters by retrieving **game**. Labradors make excellent family pets. They are athletic and playful. This breed can also be trained to be **assistance dogs**. Labs usually weigh between 55-80 pounds. There are three colors of Labradors: yellow, chocolate, and black.

**Collie**

The collie is a **herding dog**. They were traditionally used to herd livestock. Collies are very active and easy to train. They can remain active all day. They are very loyal to their owners. In addition, collies are considered one of the most intelligent dogs. They weigh between 48-70 pounds. There are different types of collies. This is why their appearances vary.

Large dog breeds make excellent family pets. No matter which breed you choose, it is important to spend time bonding and training your new family member.

2


## All About Large Breed Dogs

Large dog breeds make excellent pets for families. There are many types of large dog breeds with different needs and **temperaments**. Some large breeds make excellent guard dogs, while others are **great helpers**.

### Types of Large Dog Breeds

**The Great Dane**

One of the largest dogs is the Great Dane. These massive dogs can weigh between 100-200 pounds. Great Danes were originally bred to be **hunting dogs**. Nowadays, their size and loud barks make them excellent guard dogs. This breed is known as the "Gentle Giant". This is because they are known to be very friendly and loving. They get along well with other dogs, animals, and people.



Great Danes require daily walks.

**Glossary**

**assistance dog:** a dog trained to help a person with a disability

**game:** wild birds or mammals that are hunted

**herding dog:** a dog that is able to gather a group of animals together and move them from place to place

**hunting dog:** a dog that hunts with or for humans

**temperament:** nature of behavior


3

**Index**

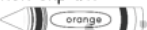
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Collie, 2	hunting dog, 1
game, 2	Labrador Retriever, 1
Great Dane, 1	temperament, 1

4

**Text Features**

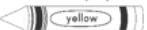
1. What is this book about? Which text feature tells you this? 

-----

2. Identify three dog breeds that are written about in this text. Then explain which text feature helped you locate this information. 


Dog breeds: -----

Text feature that helped me: -----

3. On what page could you read about Collies? Which text feature would help you find this page quickly? 


Page Number: -----

- a. the caption
- b. the heading
- c. the glossary
- d. the table of contents

4. What is the meaning of the word *game*? Which text feature helped you determine this? 

-----


- a. the index
- b. the glossary
- c. the bold print
- d. the subheading

5. On what page could you find the word *temperament*? Which text feature helped you? (Choose all that apply.) 


- a. the index
- b. the glossary
- c. the bold print
- d. the subheading

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**Text Features**

6. Which text feature helps you understand how Collies were traditionally used? (Choose all that apply.) 


- a. the subheading "Collie"
- b. the key word "herding"
- c. the title "All About Large Dog Breeds"
- d. the heading "Types of Large Dog Breeds"

7. How often should you walk Great Danes? Which text feature helped you locate this information? 


-----

8. Which text feature would be most helpful for finding facts about the Great Dane's size? 

- a. the caption
- b. the heading
- c. the glossary
- d. the key words

9. How is this text organized? Name two text features that helped you determine this. 

-----

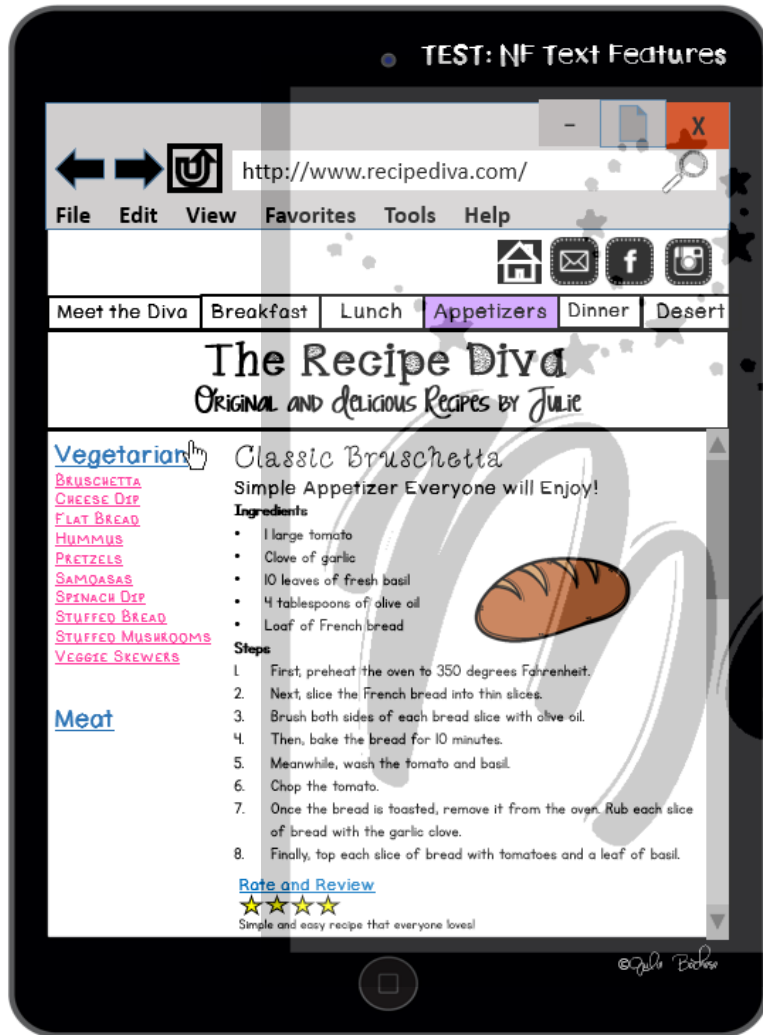
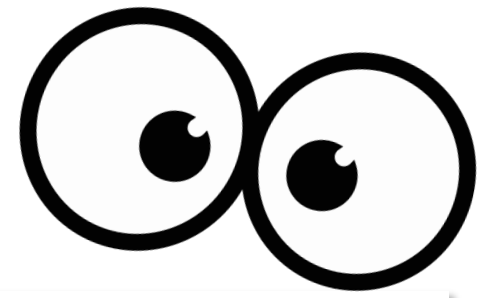
10. Name a text feature the author of the text used. Then explain why the author used this text feature. 

-----

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# UPGRADE THEIR SKILLS!



**Text Features**

1. Where on the website can you locate types of vegetarian recipes?

- the icons
- the heading
- the hyperlinks
- the electronic menu

2. Identify two ingredients you need to make bruschetta. Then explain which text feature on this website helped you locate this information.

Two ingredients: \_\_\_\_\_

Text feature that helped me: \_\_\_\_\_

3. The hyperlinks will guide you to: (Choose all that apply.)

- social media
- lunch recipes
- different vegetarian and meat recipes
- a way to review the recipe

4. Which text feature would be most useful for finding out about the author of the website?

- an icon
- a subtitle
- a hyperlink
- an electronic menu

5. Which text feature would you use to go to *The Recipe Diva* homepage?

- a title
- an icon
- a heading
- an electronic menu

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**Text Features**

6. What text feature is used to list the steps you need to follow to make bruschetta?

- an icon
- a heading
- a hyperlink
- the electronic menu

7. Write the subtitle for this recipe. Why did the author include a subtitle?

\_\_\_\_\_

\_\_\_\_\_

8. What type of food is being shown?

- lunch
- dessert
- appetizer
- breakfast

9. Identify two types of vegetarian recipes you could find on this website. What text feature would you need to use to access these recipes?

\_\_\_\_\_

\_\_\_\_\_

10. Name a text feature the author of the text used. Then explain why the author used this text feature.

\_\_\_\_\_

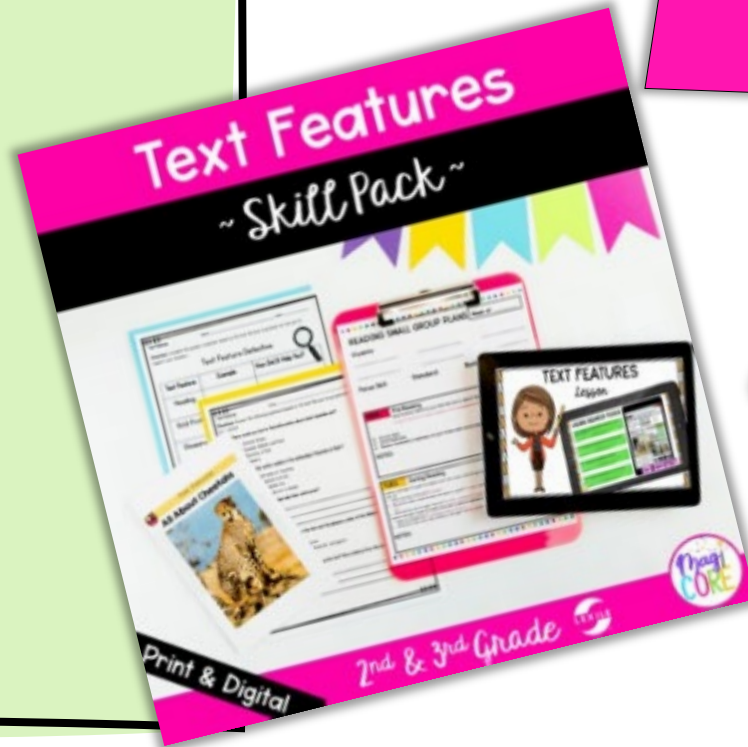
\_\_\_\_\_

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- ★ anchor charts
- ★ questions focused on skills for each standard