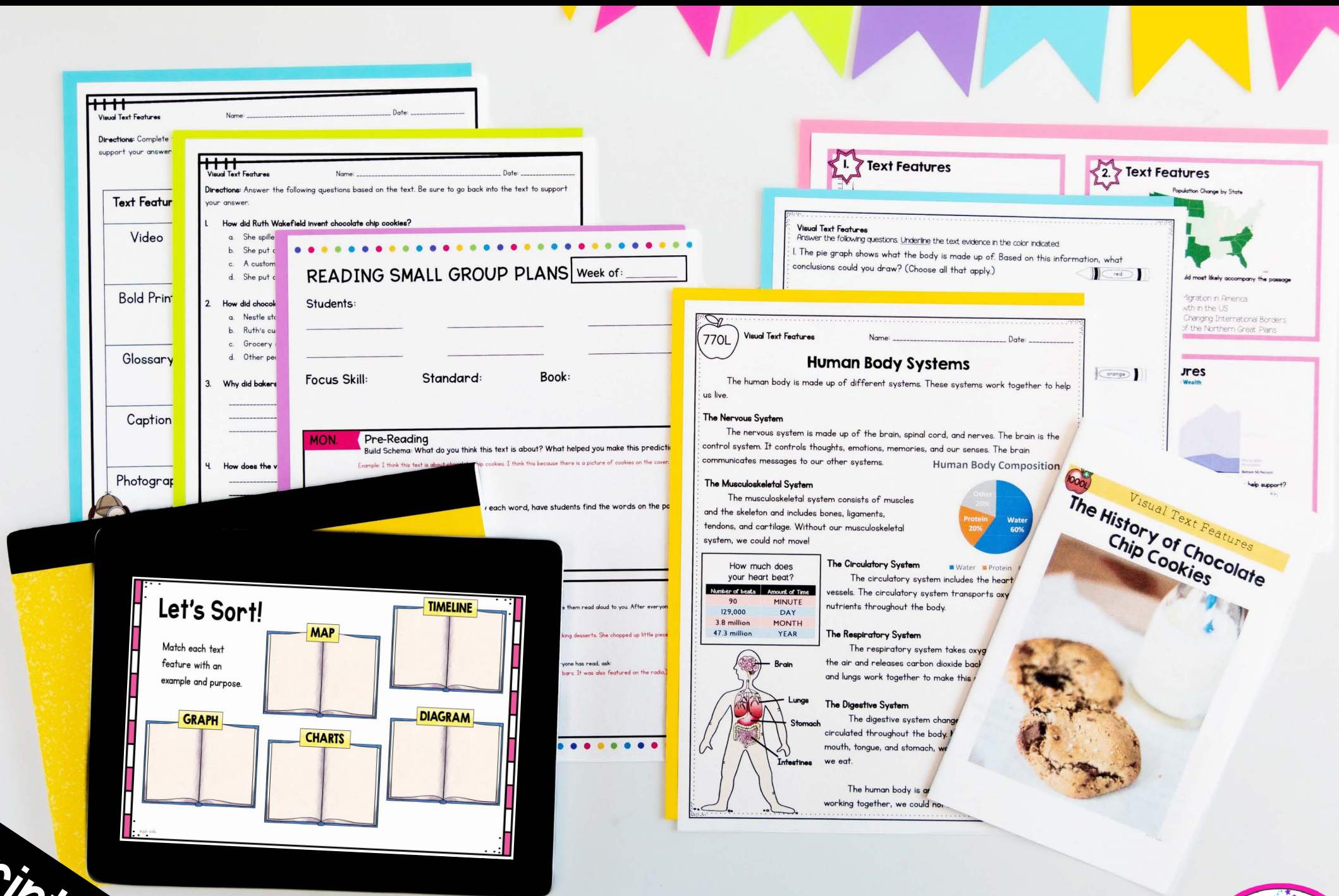


VISUAL TEXT FEATURES

~ Skill Pack ~



Print & Digital

4th Grade



LESSON PLANS

4th Grade

COMPREHENSION SKILL: Visual Text Features



Week 1

MONDAY

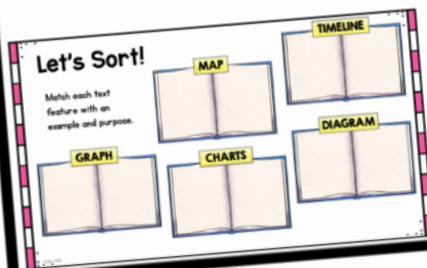
LESSON

- Introduce visual text features by watching the video.



PRACTICE

- Guided Practice Whole Class
- Sort text features and examples.



GUIDED READING

"The History of Chocolate Chip Cookies" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

CENTERS

Task Cards

- Visual Text Features



TUESDAY

- Guided Practice Whole Class
- Work together to use the text features to answer the questions.



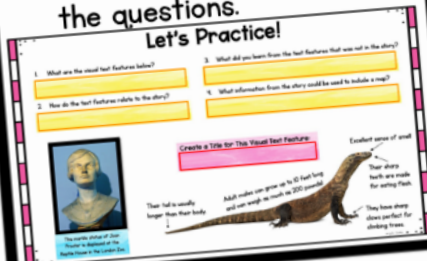
- Independent Reading
- Choice text with a focus on using text features to learn more information.

Read pages 1-4 of "The History of Chocolate Chip Cookies" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

- Guided Practice Whole Class
- Work together to use the text features to answer the questions.



- Independent Reading
- Choice text with a focus on using text features to learn more information.

Read pages 5-6 of "The History of Chocolate Chip Cookies" leveled guided readers. Complete "During Reading" discussions.

Reread the text "The History of Chocolate Chip Cookies."

VISUAL TEXT FEATURES

Lesson

Let's Practice!

1. What are the visual text features below?

3. What did you learn from the text features that was not in the story?

2. How do the text features relate to the story?

4. What information from the story could be used to include a map?



The marble statue of Joan Procter is displayed at the Reptile House in the London Zoo.

Create a Title for This Visual Text Feature:



4th
Grade

Visual Text Features in Nonfiction

DIGITAL Mini lessons

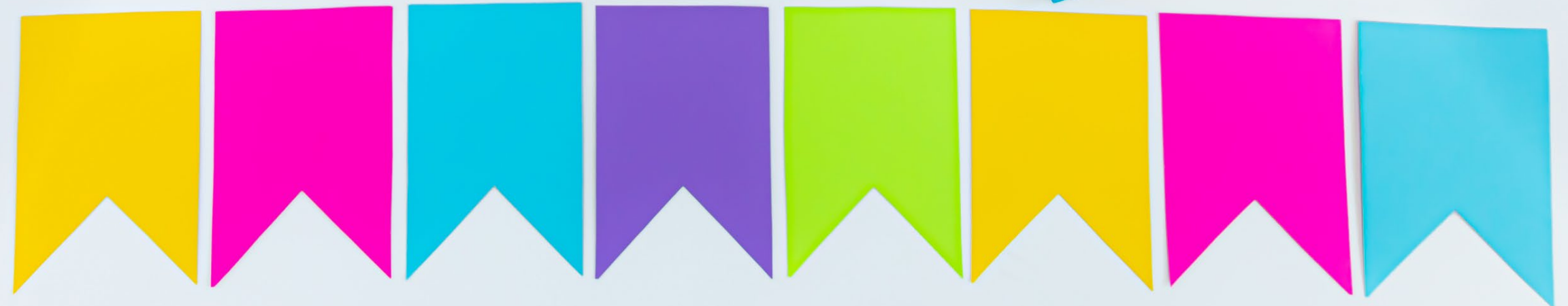


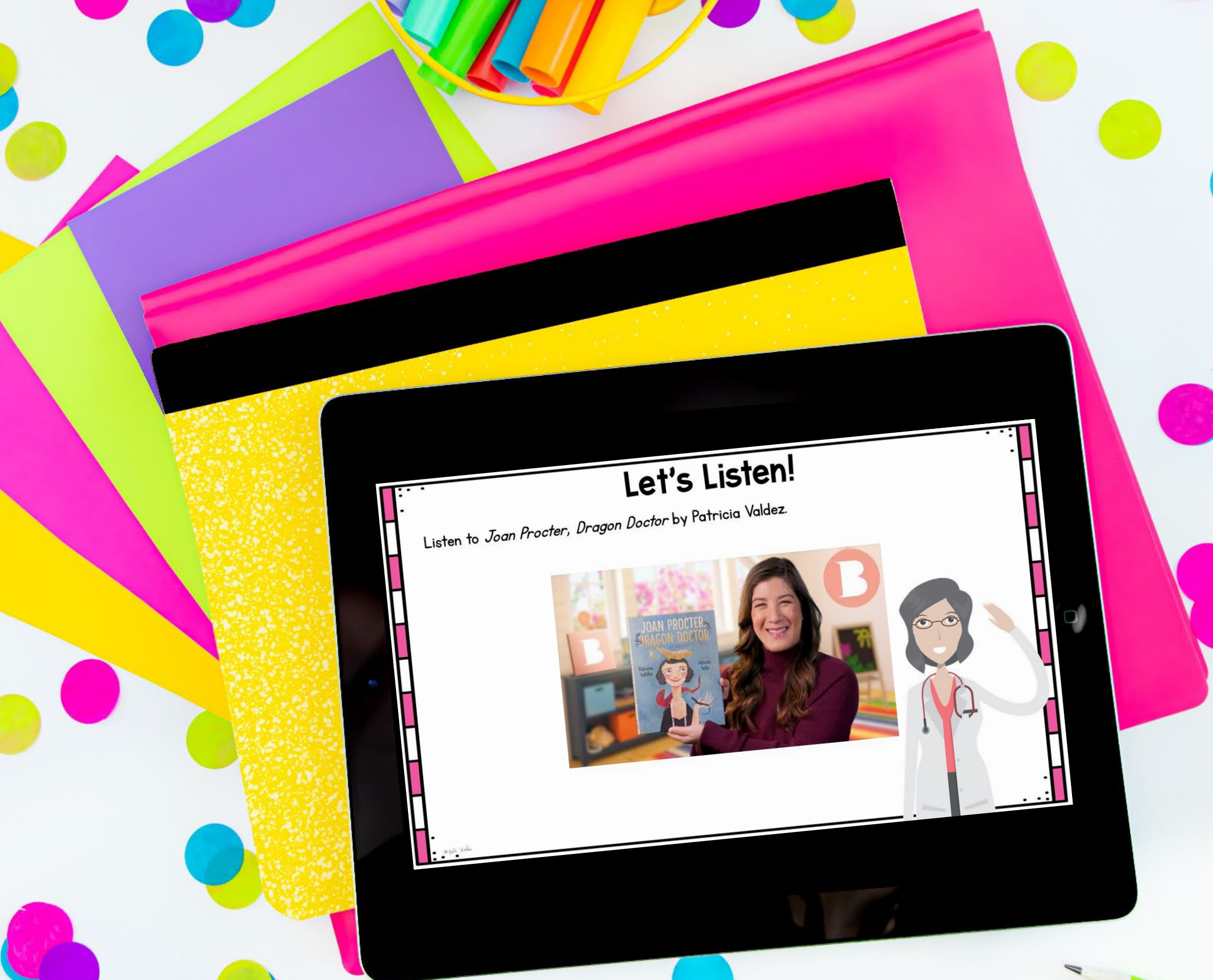


Let's Sort!

Match each text feature with an example and purpose.


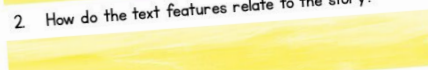
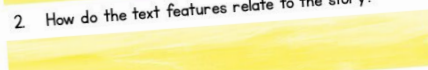

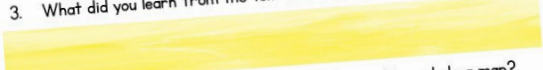
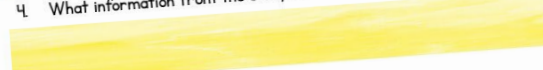

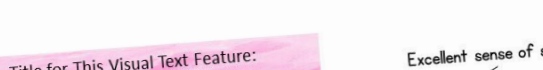
 GRAPH	 MAP	 TIMELINE
 CHARTS	 DIAGRAM	








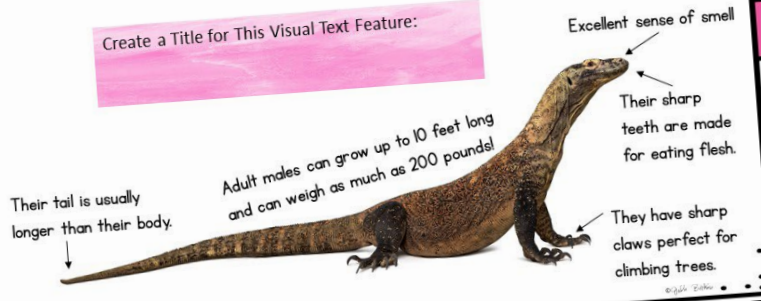
Let's Practice!

1. What are the visual text features below?


2. How do the text features relate to the story?


3. What did you learn from the text features that was not in the story?


4. What information from the story could be used to include a map?





This marble statue of Joan Procter is displayed at the Reptile House in the London Zoo.

Create a Title for This Visual Text Feature:



Their tail is usually longer than their body.

Adult males can grow up to 10 feet long and can weigh as much as 200 pounds!

Excellent sense of smell

Their sharp teeth are made for eating flesh.

They have sharp claws perfect for climbing trees.

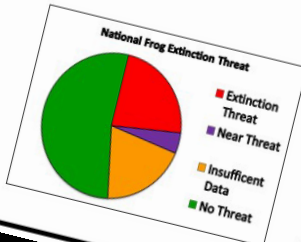
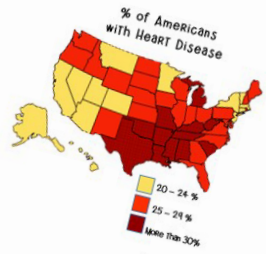
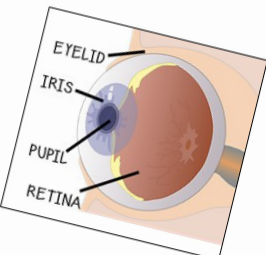
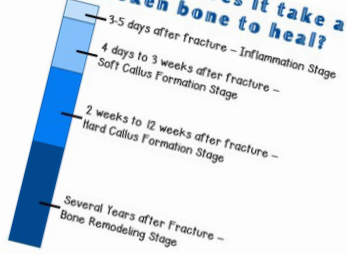


VISUAL TEXT FEATURES

Visual text features help readers understand a text in a way that the alone cannot. Good readers _____ the text, look at the visual text features, and put the information _____ the text.

Label each text feature example shown.

How long does it take a broken bone to heal?



GUIDED READERS

Printable & Digital



4th

Grade



visual text features



Text Feature
Video
Bold Print
Glossary
Caption
Photograph

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

- How did Ruth Wakefield invent chocolate chip cookies?
 - She spilled
 - She put c
 - A custom
 - She put c
- How did chocol
 - Nestle sto
 - Ruth's cu
 - Grocery
 - Other pe
- Why did bakere

- How does the v



READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____ Standard: _____ Book: _____

MON. Pre-Reading
 Build Schema: What do you think this text is about? What helped you make this prediction?
 Example: I think this text is about chocolate chip cookies. I think this because there is a picture of cookies on the cover.

For each word, have students find the words on the page.



...e them read aloud to you. After everyon

...king desserts. She chopped up little piece

...yone has read, ask:

...bars. It was also featured on the radio.]



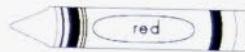
1. Text Features

2. Text Features

Visual Text Features

Answer the following questions. Underline the text evidence in the color indicated.

1. The pie graph shows what the body is made up of. Based on this information, what conclusions could you draw? (Choose all that apply.)



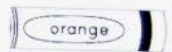
Population Change by State



What most likely accompany the passage

Migration in America
with in the US

Changing International Borders
of the Northern Great Plains



Jres
Wealth



help support?



Visual Text Features

Name: _____ Date: _____

Human Body Systems

The human body is made up of different systems. These systems work together to help us live.

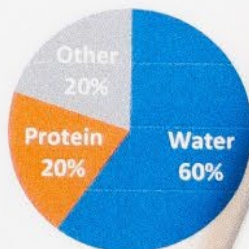
The Nervous System

The nervous system is made up of the brain, spinal cord, and nerves. The brain is the control system. It controls thoughts, emotions, memories, and our senses. The brain communicates messages to our other systems.

The Musculoskeletal System

The musculoskeletal system consists of muscles and the skeleton and includes bones, ligaments, tendons, and cartilage. Without our musculoskeletal system, we could not move!

Human Body Composition



The Circulatory System

Water Protein

The circulatory system includes the heart and blood vessels. The circulatory system transports oxygen and nutrients throughout the body.

The Respiratory System

The respiratory system takes oxygen from the air and releases carbon dioxide back into the air. The lungs and diaphragm work together to make this possible.

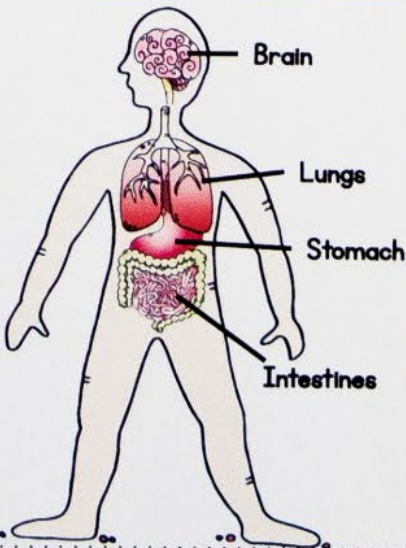
The Digestive System

The digestive system changes food into nutrients that can be circulated throughout the body. The mouth, tongue, and stomach, work together to break down the food we eat.

The human body is a complex system. All these systems working together, we could not survive.

How much does your heart beat?

Number of beats	Amount of Time
90	MINUTE
129,000	DAY
3.8 million	MONTH
47.3 million	YEAR



Visual Text Features

The History of Chocolate Chip Cookies



Visual Text Features

Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Text Feature Detective



Text Fe

Video

Bold F

Gloss

Capti

Photogr

Char



Visual Text Features

Name: _____ Date: _____

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. How did Ruth Wakefield invent chocolate chip cookies?
 - a. She spilled chocolate on to a tray of cookies she was making.
 - b. She put chunks of a chocolate chip in the dough.
 - c. A customer asked her for a cookie with chocolate in it.
 - d. She put chocolate chips in the dough.

2. How did chocolate chip cookies become popular?
 - a. Nestle started printing them.
 - b. Ruth's customers told others about them.
 - c. Grocery stores started selling them.
 - d. Other people started making them.

3. Why did bakers start making chocolate chip cookies?

4. How does the video add to your understanding of the text?

5. Write one detail from the text that you found interesting.



READING SMALL GROUP PLANS

Week of _____

Students:

Focus Skill:

Standard:

MON. Pre-Reading

Build Schema: What do you think this text is about?

Example: I think this text is about chocolate chip cookies. I think...

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word...

NOTES:



ort

PLANS Week of: _____



Chocolate Chip Cookies

Ingredients

- 2 3/4 cups all-purpose flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup butter, softened
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 large eggs
- 2 cups

Steps

1. Preheat oven to 375 degrees.
2. Combine flour, baking soda and salt in small bowl.
3. Beat butter, granulated sugar, brown sugar and vanilla extract in large bowl until creamy.
4. Add eggs, one at a time, beating well after each addition.
5. Gradually beat in flour mixture.
6. Stir in morsels and nuts.
7. Drop by rounded tablespoon onto ungreased baking sheets.
8. Bake for 9 to 11 minutes until golden brown. Cool on baking sheets for 2 minutes. Place on wire racks to cool completely.

Glossary

annually	yearly (page 2)
reputation	being known for something (page 3)
batter	a thick mixture baked into cake or cookies (page 3)
retained	to hold or keep (page 3)
contributed	to give for a purpose (page 4)
scrumptious	tasty or delicious (page 5)

The Best Chewy Chocolate Chip Cookies

Watch later Share

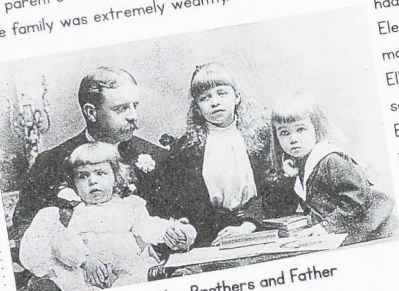
TEXT FEATURES



880L Visual Text Features
Eleanor Roosevelt

Anna Eleanor Roosevelt was born on October 11, 1884 in Manhattan, New York City. Her parents were socialites. Roosevelt was the niece of President Theodore Roosevelt. At a young age, Anna wanted to be called Eleanor. Eleanor was a very serious child. Her mother nicknamed her "Granny" due to her serious nature. Eleanor was a plain and simple child, despite her parent's fondness for extravagance. The family was extremely wealthy.

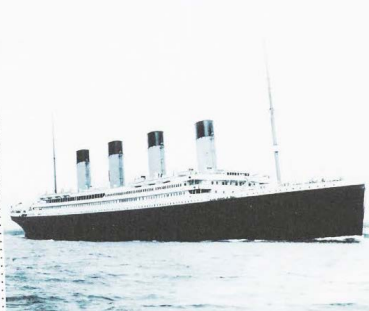
Born
Died
First Lady of the United States
Political Party
Spouse



Eleanor with Her Brothers and Father

After her parents died, Eleanor lived with her grandmother. Eleanor was insecure. She thought that she was an "unlucky" child. Due to her losses, she suffered from depression. Eleanor was very intelligent. She went to a private school in Wimbledon, England. Her headmaster's impact on Eleanor. Souvestre helped Eleanor become a writer.

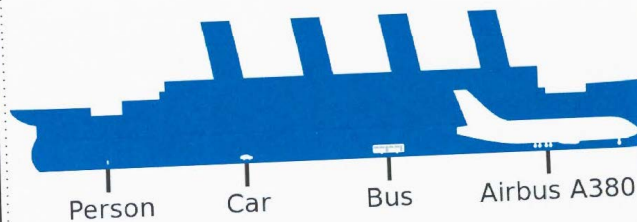
830L Visual Text Features
The RMS Titanic



The *Titanic* Departing Southampton, England

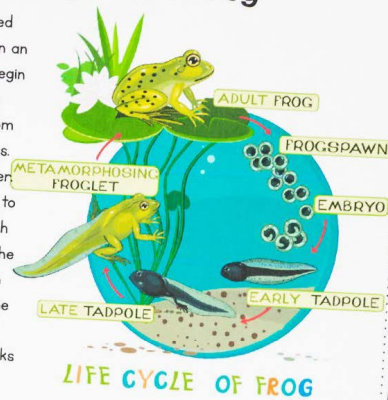
The *Titanic* was the largest ship at the time. The ship had a swimming pool, libraries, and restaurants. The *Titanic* also had advanced watertight compartments and remote watertight doors. How lifeboats to hold all of the passengers. There were only enough lifeboats to hold half of the passengers.

Size Comparison of the *Titanic*



740L Visual Text Features
TEST: The Life Cycle of a Frog

Frogs go through a process called metamorphosis. Metamorphosis is when an animal completely transforms. Frogs begin their life as eggs. Frog eggs float in clusters called egg masses. After anywhere from 6-21 days, tadpoles hatch from the eggs. Tadpoles have gills and swim in the water. After about five weeks, tadpoles begin to transform by developing back legs, which are then followed by front legs. When the tadpole is about six weeks old, its mouth begins to widen. At around ten weeks, the tadpole is now considered a froglet. The froglet's eyes bulge out, and its tail shrinks and eventually disappears. Lungs develop and the back legs grow. After about a month, the froglet is completed from a tadpole to a frog. Frogs continue to live as amphibians. When they are ready to mate, they call. A female frog will lay her eggs in the water. Most species of frogs lay their eggs in the water. Frogs lay their eggs at once. Most species of frogs lay their eggs in the water. Frogs lay their eggs at once. Most species of frogs lay their eggs in the water. Frogs lay their eggs at once.



LIFE CYCLE OF FROG

Visual Text Features

Visual text features help readers understand a text in a way that the words alone cannot. Good readers read the text, look at the visual text features, and put the information together.

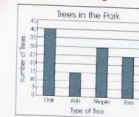
Charts

A table is a type of chart that uses rows and columns to organize data about a topic so that the information can be compared.

PLANET	AVERAGE TEMPERATURE
MERCURY	-29° F TO 800° F
VENUS	86° F
EARTH	57° F
MARS	-81° F
JUPITER	-202° F
SATURN	-202° F
URANUS	-328° F
NEPTUNE	-328° F
PLUTO	-378° F

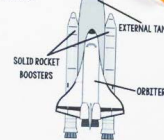
Graphs

- Graphs help you understand data quickly and effectively.
- Different types of graphs present different types of information. **Line graphs** show how something changes over time. **Bar graphs** compare data. **Pie charts** show percentages.



Diagrams

- A diagram is a drawing or set of drawings that explains an idea or how something works.
- Diagrams usually include words, labels or descriptions. Arrows or numbers may show the order.



Timelines

- A timeline is a visual way to show a sequence of events over a period of time.
- Events appear in the order in which they happened.
- Timelines usually have dates.



Maps

- Maps show the location of places.



Print & Digital



WHAT'S INCLUDED?

TEN 4th Grade **DIGITAL** and
PRINTABLE PDF nonfiction passages
& **TWO** assessments!

- Aligned with 4th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

Created with
GOOGLE
SLIDES

COMPARE & CONTRAST ACCOUNTS

4th grade

Table of Contents

*This product includes 12 Lexile[®] leveled paired passages in the 4th-5th Grade
Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L)

1. [Anchor Chart/Journal Page](#)
2. [Arbor Day- 750L](#)
3. [Human Body Systems- 770L](#)
4. [Parts of a Plant- 790L](#)



NONFICTION PASSAGES

750L Visual Text Features Name: _____ Date: _____

Arbor Day

Arbor Day is a holiday for planting and caring for trees. Trees are important because they give oxygen, food, and shelter to living things. Arbor Day happens all around the world. The first Arbor Day was in Spain. There was a big festival that began with planting a tree, and it was followed by a large feast.

The first Arbor Day in America was on April 10, 1872. One million trees were planted in Nebraska. Birdsey Northrop spread the tradition of Arbor Day across the world. He brought this holiday to Japan in 1883. Soon after, he spread Arbor Day to Australia, Canada, and Europe.

Today, Arbor Day is celebrated in many countries. In Belgium, International Day of Tree Planting is celebrated on March 21. In Brazil, Arbor Day is on September 21, and school children plant trees to help the environment. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5 trees each year.

It is important to remember the importance of trees every day. Celebrate Arbor Day by planting trees in your community.

Arbor Day Tree Planting in California 2011

Oak	4 trees
Ash	5 trees
Maple	3 trees
Elm	4 trees

1 tree icon = 10 trees

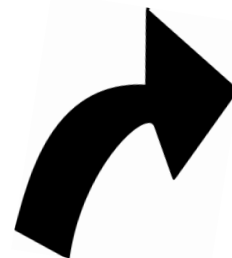
A pine tree grows in 15-20 years.

Timeline:


- 1805: First Arbor Day in Spain
- 1872: April 10, 1872 America's First Arbor Day
- 1883: Birdsey Brought Arbor Day to Japan
- 1972: Arbor Day Foundation Formed For 100th Anniversary
- 2001: Oak Tree Voted as America's National Tree

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

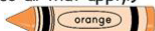
After reading, students type their answers in the text boxes using text evidence.




Visual Text Features
Answer the following questions. Underline the text evidence in the color indicated.

1. What is the purpose of the pine tree diagram? Describe one thing you learned from this diagram that you did not learn from the text. 

Students type their answers right in the text box.

2. What information does the graph show that is not in the text? (Choose all that apply.) 

- a. Four oak trees were planted.
- b. Twenty-five elm trees were planted.
- c. Thirty maple trees were planted.
- d. It shows how many trees were planted on Arbor Day in 2011 in California.

3. What information does the text include that the images do not? 

- a. It takes a pine tree 15-20 years to grow.
- b. Arbor Day is celebrated in many countries.
- c. The first Arbor Day in America was on April 10, 1872.
- d. One million trees were planted in Nebraska on the first Arbor Day.

ASSESSMENTS

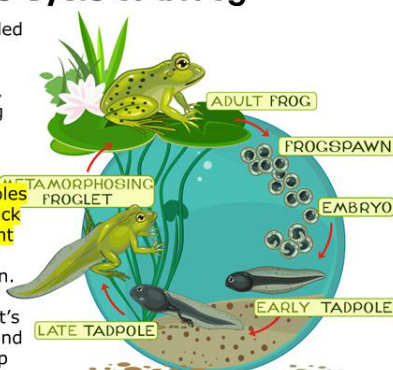
Color coded highlighting can also be done on the assessments!

850L Visual Text Features Name: _____ Date: _____
TEST: Muhammad Ali: Fighter in and out of the Rina

740L Visual Text Features Name: _____ Date: _____
TEST: The Life Cycle of a Frog

Frogs go through a process called metamorphosis. Metamorphosis is when an animal completely transforms. Frogs begin life as eggs. Frog eggs float in clusters called egg masses. After anywhere from 6-21 days, tadpoles hatch from the eggs. Tadpoles have gills and swim in the water. After about five weeks, tadpoles begin to transform by developing back legs, which are then followed by front legs. When the tadpole is about six weeks old, its mouth begins to widen. At around ten weeks, the tadpole is now considered a froglet. The froglet's eyes bulge out, and its tail shrinks and ultimately disappears. Lungs develop and the back legs grow more. The froglet moves to land. After about eleven weeks, the frog has completed its metamorphosis from a tadpole to a frog.

Frogs continue to grow and live their lives as amphibians. When male frogs are ready to mate, they call out to female frogs. A female frog will answer. The female frog will then lay her eggs, typically in the water. The male fertilizes the eggs. Most species of frogs leave their eggs to survive on their own. Frogs lay up to 4,000 eggs at once! Many of these eggs get eaten by predators such as ducks, fish, and insects. The eggs that survive will hatch as tadpoles. The cycle begins again!




LIFE CYCLE OF FROG

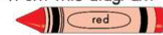
Approximate Length of Each Lifecycle Stage

Eggs	Tadpole	Froglet	Adult Frog
6-21 days	6 weeks to 9 months	About 4 weeks	4-15 years

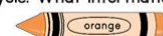
Location of Frogs



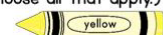
Visual Text Features
Answer the following questions. Underline the text evidence in the color indicated.

1. What is the purpose of the diagram? Describe one thing you learned from this diagram that you did not learn from the text. 

Students type their answers right in the text box.

2. The chart shows the approximate length of each stage of the life cycle. What information does the chart include that is not in the text? (Choose all that apply.) 

- a. how long an adult frog lives
- b. how long the froglet stage lasts
- c. how long it takes for frog eggs to hatch
- d. how long the metamorphosis phase takes

3. What information does the text include that the table does not? (Choose all that apply.) 

- a. Adult frogs lay eggs.
- b. It takes 6-21 days for tadpoles to hatch from eggs.
- c. When tadpoles begin to transform, they first develop back legs.
- d. When the froglet moves to land, it has completed metamorphosis.

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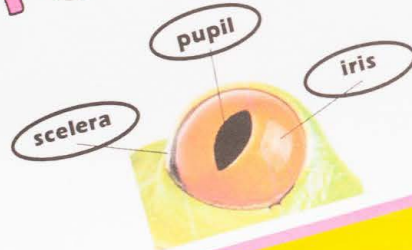
This resource also includes TWO tests with different Lexile Levels for student assessment.

TEXT FEATURES

task cards

4th & 5th
GRADE

Text Features



1. Text Features

Which of the following excerpts would most likely be found in the same passage as the image above?

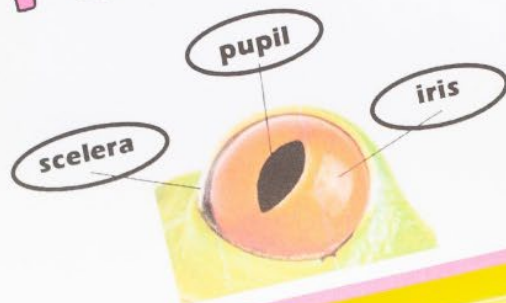
- a The tallest building in the world is called the Burj Kalifa
- b One World Trade Center has many visitors
- c Many people live in large buildings
- d Earthquakes are dangerous for large buildings

containing this map.

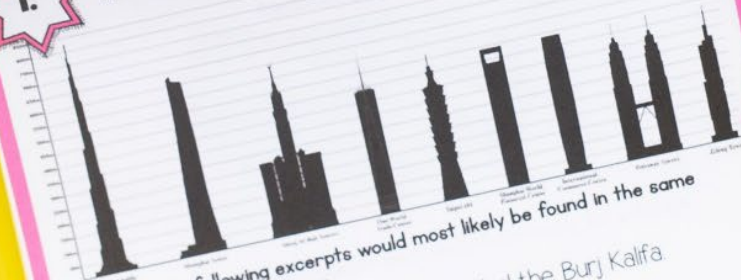
- a The History of Western Migration in America
- b Trends in Population Growth in the US
- c The '800s and America's Changing International Borders
- d Topography and Climate of the Northern Great Plains



Text Features



I. Text Features



Which of the following excerpts would most likely be found in the same passage as the image above?

- a The tallest building in the world is called the Burj Khalifa
- b One World Trade Center has many visitors
- c Many people live in large buildings
- d Earthquakes are dangerous for large buildings



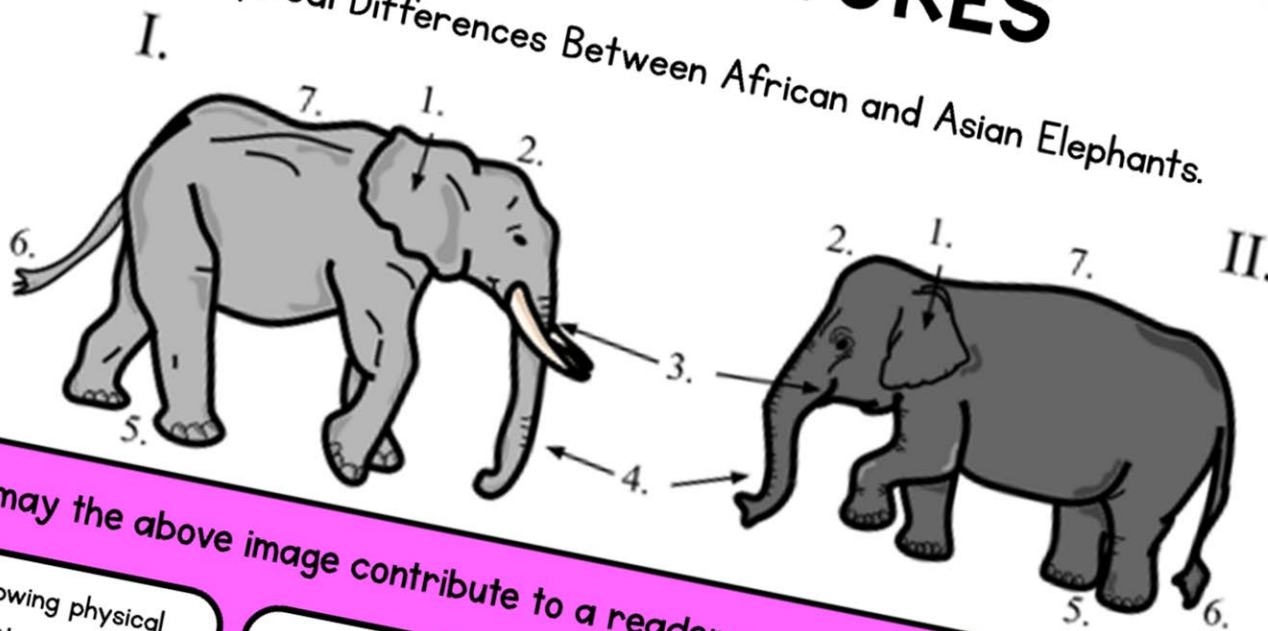
TEXT FEATURES

Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

TEXT FEATURES

Physical Differences Between African and Asian Elephants.



How may the above image contribute to a readers understanding of a passage?

By showing physical similarities between African and Asian elephants.

By showing physical differences between African and Asian elephants.

By showing weight comparisons of African and Asian elephants.

By showing there are no differences between African and Asian elephants.



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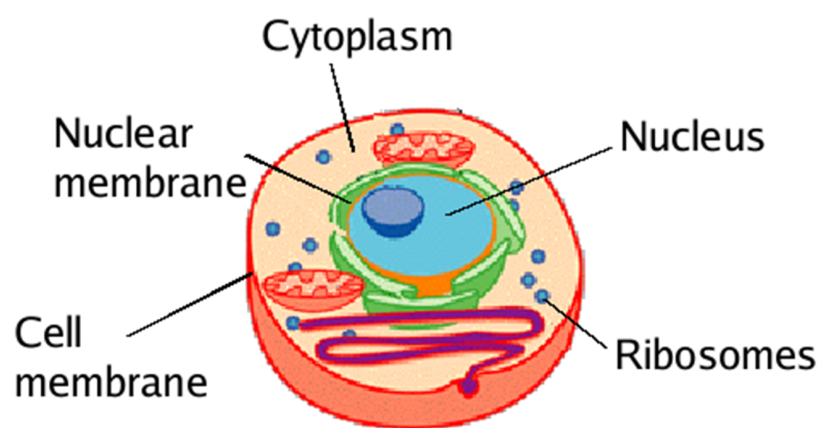
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Which of the following excerpts would most likely be found in the same passage as the image above?

Atlantic salmon face many obstacles, including climate change.

Volcanoes can spew up to 200 million tons of carbon.

The cell membrane helps protect the interior portions of a cell.

Many people abandoned family farms during the great depression.

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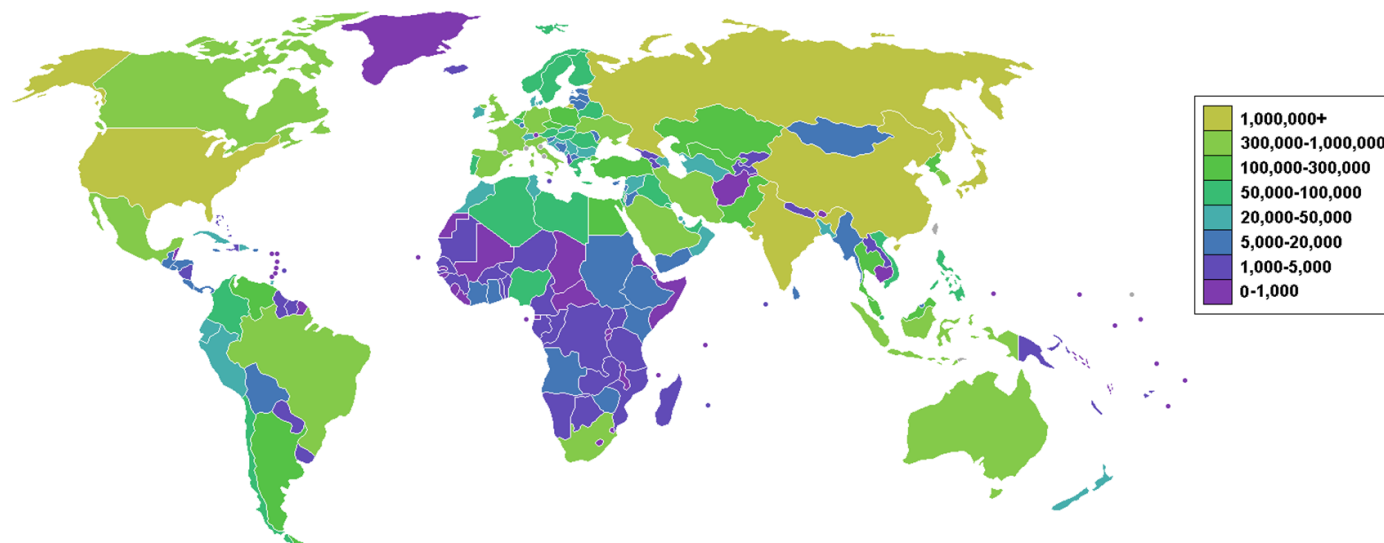
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Carbon Dioxide Emissions World Map



©Julie Beckler

Which of the following arguments would the above image help support?

The US produces high amounts of carbon dioxide.

The US produces low amounts of carbon dioxide.

The US produces the same amount of carbon dioxide as other countries.

The US does not produce any carbon dioxide.