VISUAL TEXT FEATURES

~ Skill Pack ~

Print & Digital

4th Grade

LEXILE

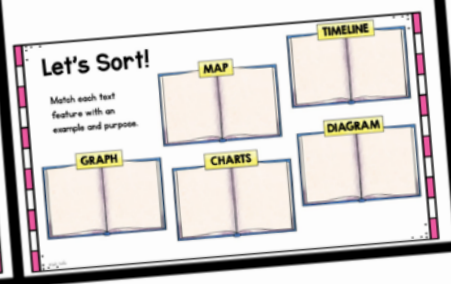
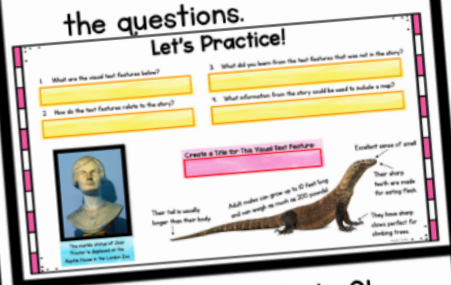
MagiCORE

LESSON PLANS

4th Grade

COMPREHENSION SKILL: Visual Text Features

Week 1

	LESSON	PRACTICE	GUIDED READING	CENTERS
MONDAY	• Introduce visual text features by watching the video. 	Guided Practice Whole Class • Sort text features and examples. 	"The History of Chocolate Chip Cookies" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	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.	
	Guided Practice Whole Class	**Independent Reading**	Reread the text "The History of Chocolate Chip Cookies."	

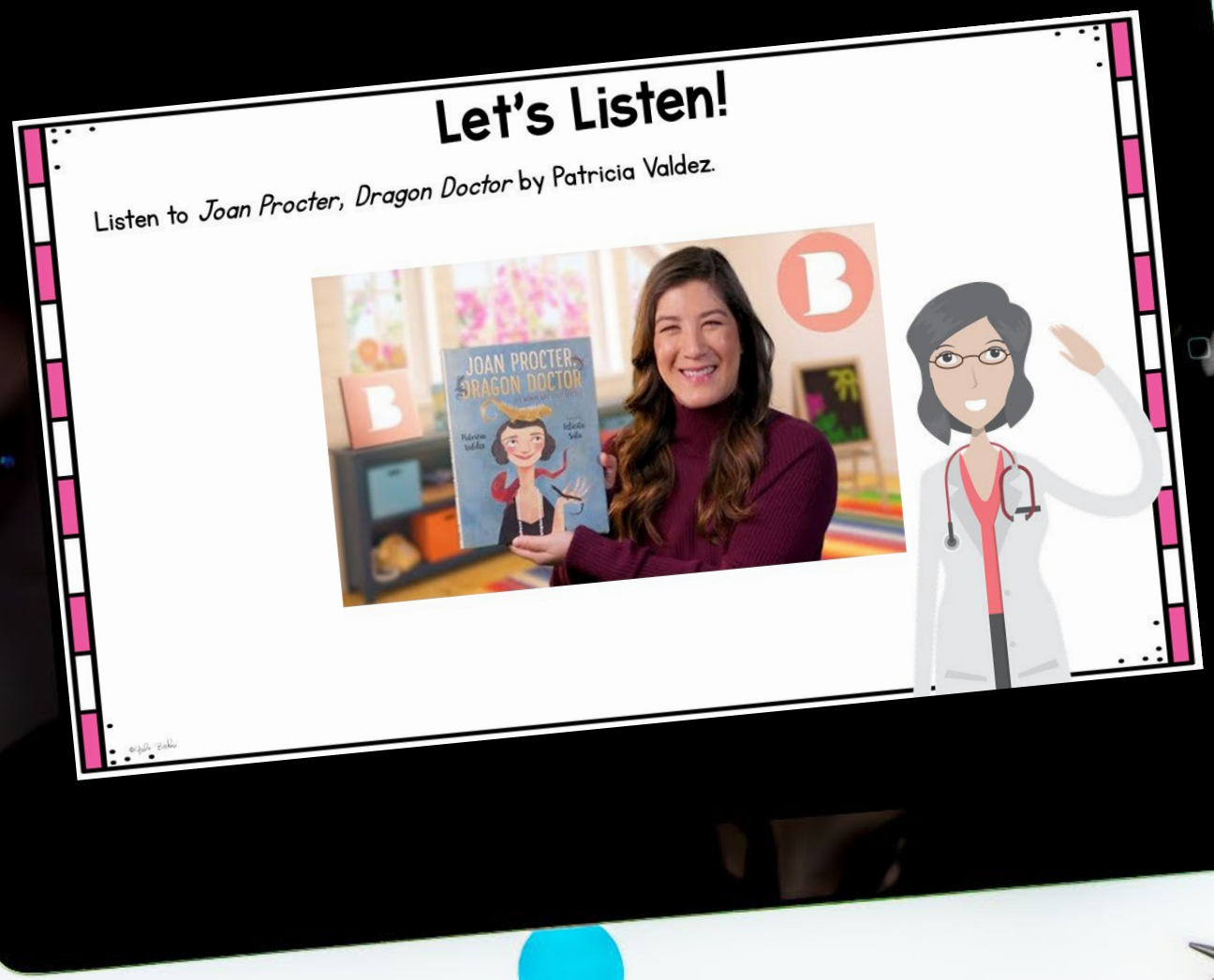
4th Grade

Visual Text Features in Nonfiction

DIGITAL Mini lessons

MagiCORE

Let's Sort!
Match each text feature with an example and purpose.
MAP
TIMELINE
GRAPH
CHARTS
DIAGRAM

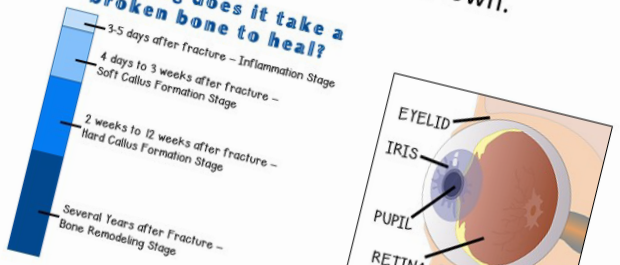

Let's Listen!
Listen to Joan Procter, Dragon Doctor by Patricia Valdez.
JOAN PROCTER, DRAGON DOCTOR

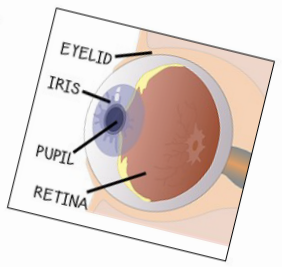
Let's Practice!
1. What are the visual text features below?
2. How do the text features relate to the story?
3. What did you learn from the text features that was not in the story?
4. What information from the story could be used to include a map?
Create a Title for This Visual Text Feature:
This marble statue of Joan Procter is displayed at the Reptile House in the London Zoo.
Excellent sense of smell
Their sharp teeth are made for eating flesh.
They have sharp claws perfect for climbing trees.
Adult males can grow up to 10 feet long and can weigh as much as 200 pounds!
Their tail is usually longer than their body.

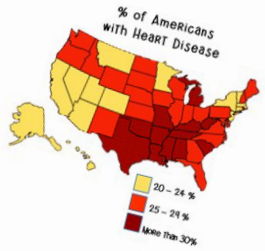
VISUAL TEXT FEATURES

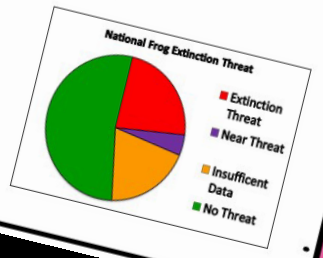
Visual text features help readers understand a text in a way that the _____ alone cannot. Good readers _____ the text, look at the visual text features, and put the information _____.

Label each text feature example shown.









GUIDED READERS

Printable & Digital

LEXILE®

4th Grade

Magi CORE

visual text features

Text Featur

Video

Bold Prin

Glossary

Caption

Photograp

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 spille
   b. She put c
   c. A custom
   d. She put c

2. **How did chocol**
   a. Nestle st
   b. Ruth's cu
   c. Grocery
   d. Other pe

3. **Why did bakers**
   _____
   _____
   _____

4. **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 predicti

Example: I think this text is about chocol hip cookies. I think this because there is a picture of cookies on the cover.

each word, have students find the words on the pa

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

Population Change by State

ıld most likely accompany the passage

Migration in America
vth in the US
Changing International Borders
of the Northern Great Plains

ures
Wealth

Bottom 50 Percent

help support?

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.)

red

orange

770L

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.

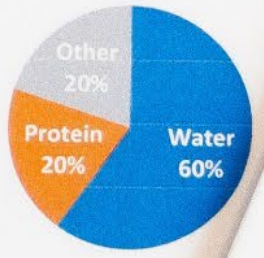
The Nervous System

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!

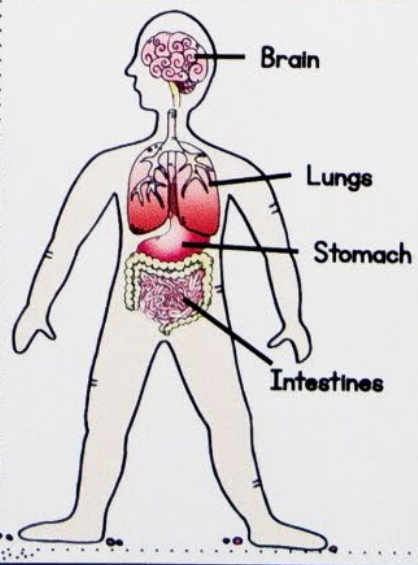
Human Body Composition



■ Water ■ Protein

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



The Circulatory System

The circulatory system includes the heart vessels. The circulatory system transports oxy nutrients throughout the body.

The Respiratory System

The respiratory system takes oxyg the air and releases carbon dioxide back and lungs work together to make this

The Digestive System

The digestive system change circulated throughout the body. mouth, tongue, and stomach, we we eat.

The human body is ar working together, we could no

1000L

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		
Vid		
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 ch
   c. A customer asked her t
   d. She put chocolate chips

2. **How did chocolate chip cookie**
   a. Nestle started printing
   b. Ruth's customers told c
   c. Grocery stores startec
   d. Other people started m

3. **Why did bakers start making**
   _____
   _____
   _____

4. **How does the video add to y**
   _____
   _____
   _____

5. **Write one detail from the t**
   _____
   _____

READING SMALL GROUP PLANS

Week o

Students:

_____ _____

_____ _____

Focus Skill: **Standard:**

MON. **Pre-Reading**

Build Schema: What do you think this text is

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

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

NOTES:

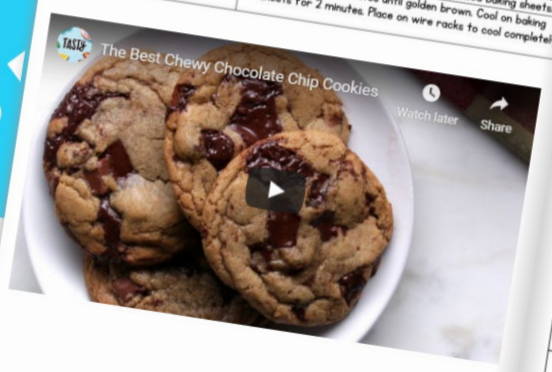
PLANS Week of: _____

Visual Text Features

The History of Chocolate Chip Cookies

Chocolate Chip Cookies

Ingredients	Steps
• 2 ¼ cups all-purpose flour • 1 teaspoon baking soda • 1 teaspoon salt • 1 cup butter, softened • ¾ cup granulated sugar • ¾ cup packed brown sugar • 1 teaspoon vanilla extract • 2 large eggs • 2 cups	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)*

NONFICTION

4TH GRADE

RI.4.7

TEXT FEATURES

LEXILE

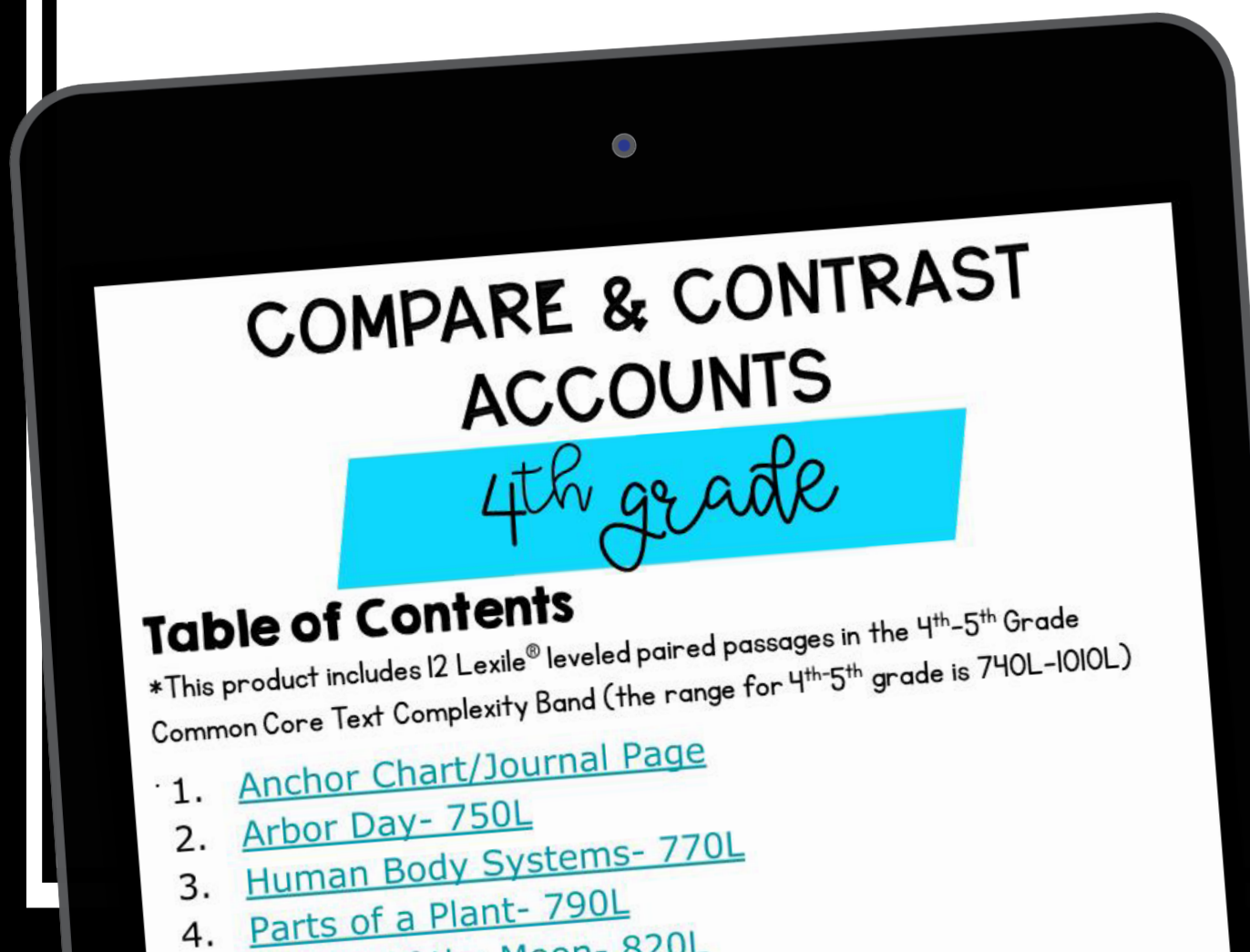
Print & Digital

MagiCORE

WHAT'S INCLUDED?

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

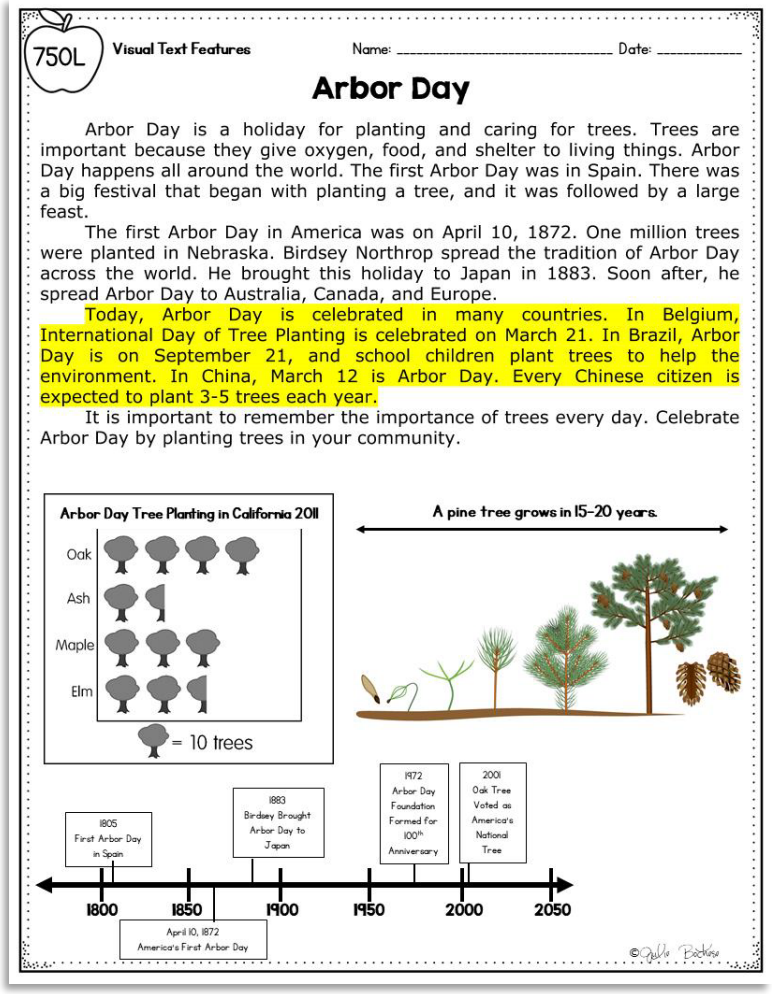
- Aligned with 4th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

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.

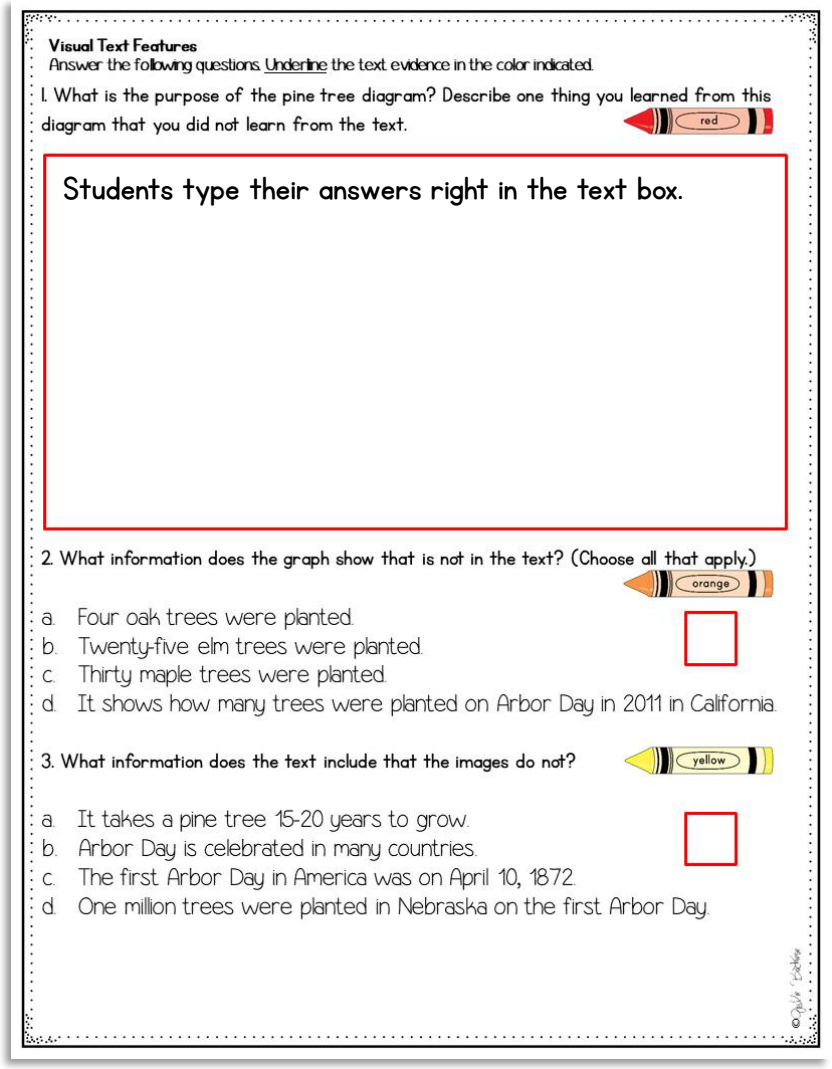
The first Arbor Day in America was on April 10, 1872. One million trees were planted in Nebraska. Birdsey Northrop spread the tradition of Arbor Day across the world. He brought this holiday to Japan in 1883. Soon after, he spread Arbor Day to Australia, Canada, and Europe.

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.

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. red

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.) orange

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? yellow

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

850L

Visual Text Features Name: _____ Date: _____

TEST: Muhammad Ali: Fighter in and out of the Ring

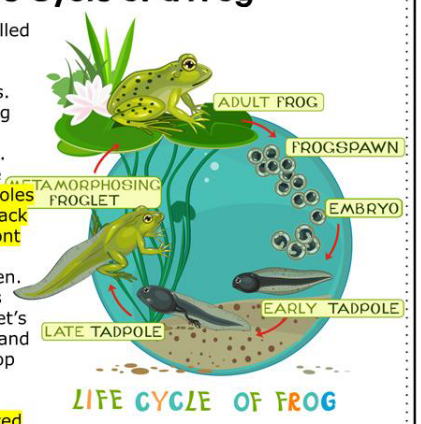
740L

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!

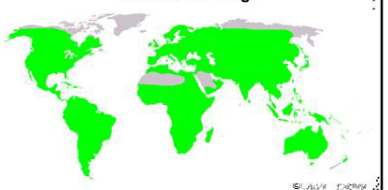


LIFE CYCLE OF FROG

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



Color coded highlighting can also be done on the assessments!

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. (red)

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.) (orange)

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.) (yellow)

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.

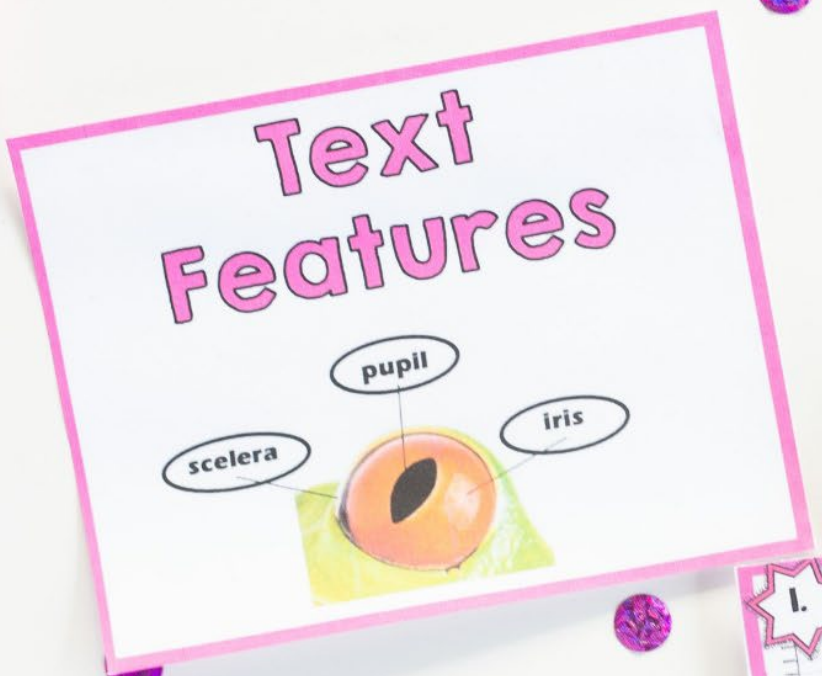
This resource also includes TWO tests with different Lexile Levels for student assessment.

TEXT FEATURES

task cards

4th & 5TH GRADE

Magi CORE

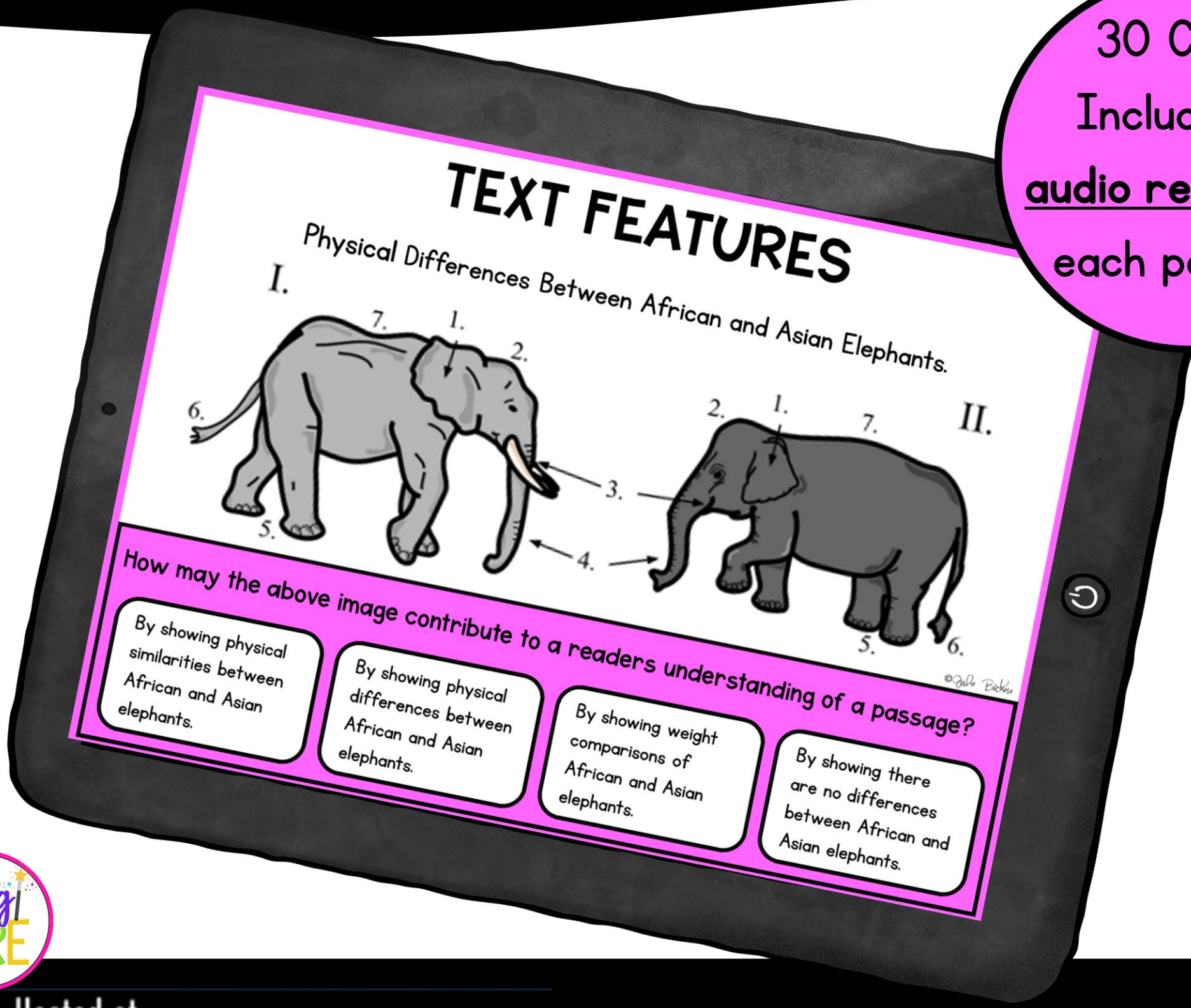

Text Features
pupil
scelera
iris

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
2.
3.
Text Features
4.

Text Features
pupil
iris
scelera
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 Kalifa.
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

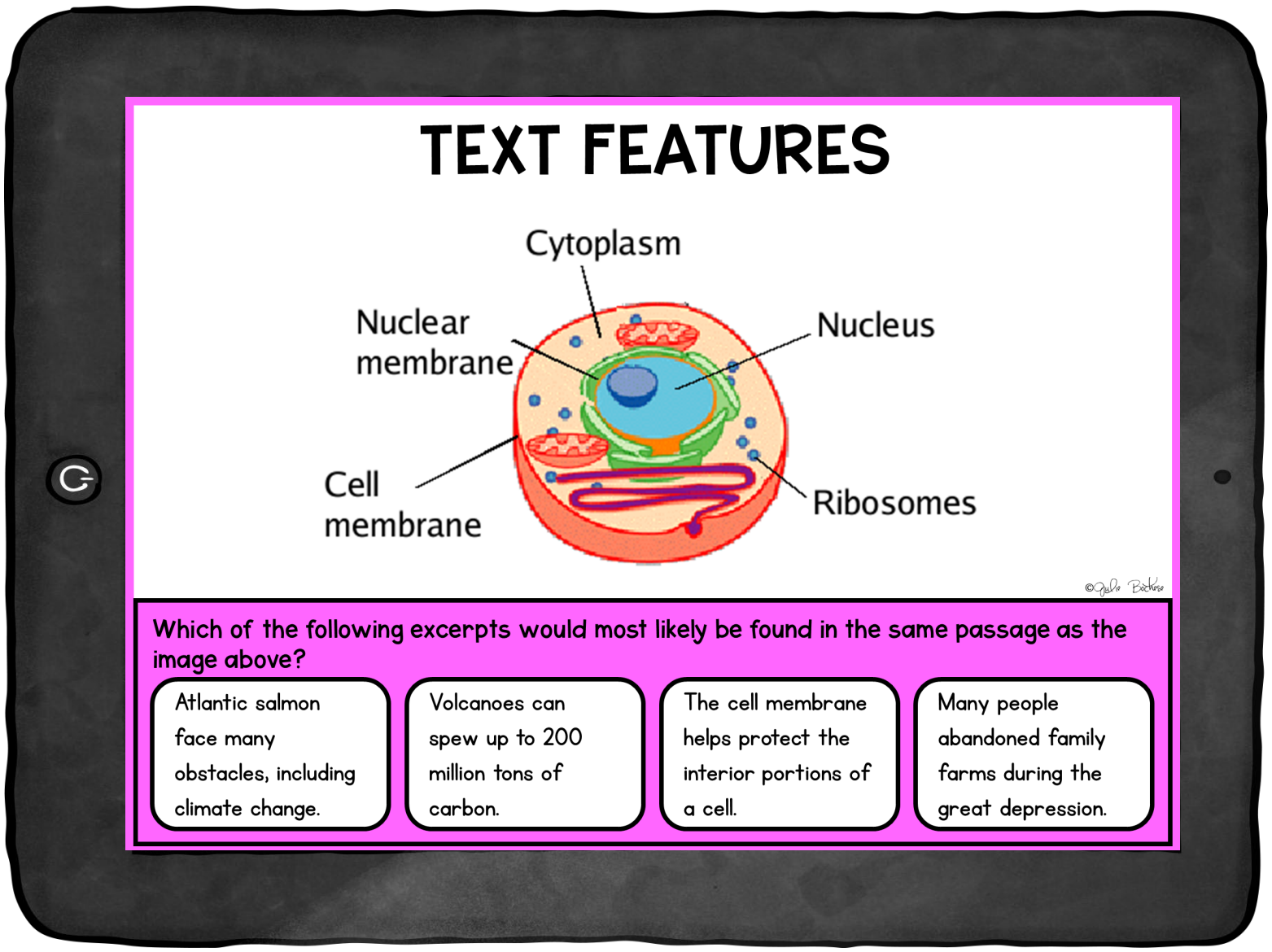
30 Cards
Includes an **audio reading** of each passage.



Hosted at boomlearning

Boom Cards

TEXT FEATURES BOOM CARDS



BOOM! LEARNING

Click here for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

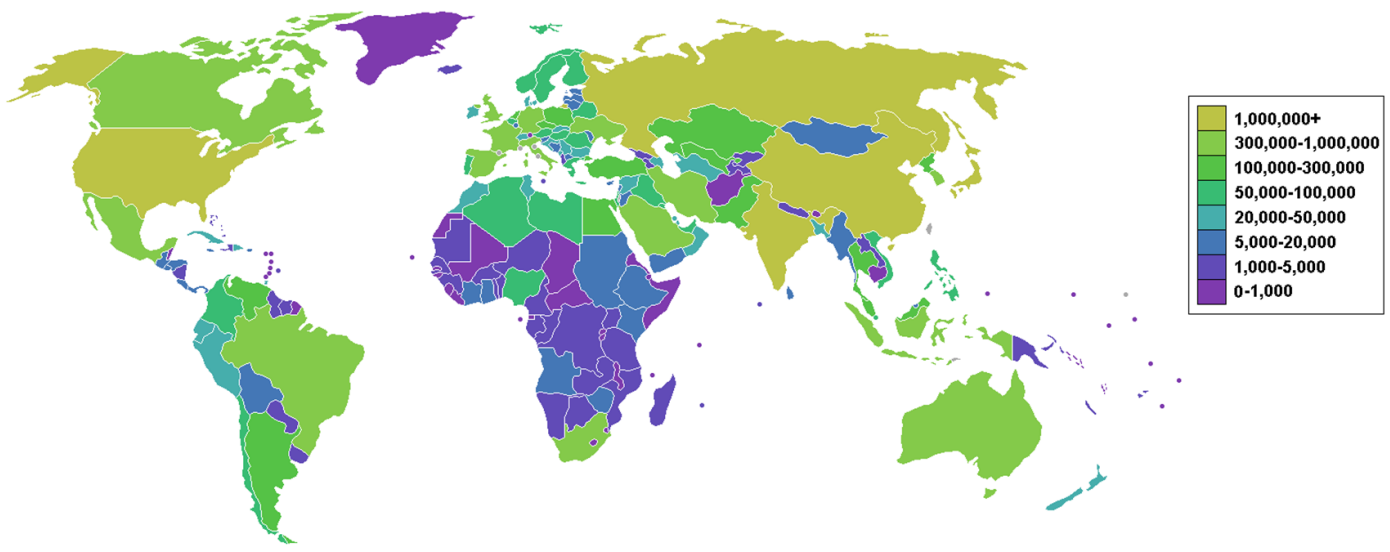
You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

TEXT FEATURES BOOM CARDS

BOOM! LEARNING

TEXT FEATURES

Carbon Dioxide Emissions World Map



©Julia Bochoso

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.