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Any piece of writing falls under the category of fiction or non-fiction. Fiction is a work of imagination (made up story), whereas non-fiction works that inform the readers about a specific topic. Informational texts are found in newspapers, magazines, instruction
manuals, science and history books, etc. Organization of Informational Texts Some of the cues like table of contents at the beginning of a book lists the chapters with page numbers. This helps the readers to look for specific topics. Index which is present at the
back of a book lists various topics with page numbers so that one can locate that topic. Glossary gives the meaning and definitions of words. Written in bold or italics to show that they are important. Bullets and numbers are used to organize
information in lists. Headings, subheadings and labels are used to categorize informational Text Images These texts contain images and graphics to help the reader understand the topics. Informational texts contain diagrams, illustrations,
photographs, charts, table maps, etc., which provide details in the form of pictures. Most of the pictures have captions that connect them with the text. For example, Science books have diagrams of body parts or plant parts, charts and graphs are found in maths books etc. Informational Text Features Informational texts contain special text features
which help the readers to find important information and understand the topic. These are components of the article that are not in the main body of the text. The Text Features in Information and understand the topic. These are components of the article that are not in the main body of the text. The Text Features in Information and understand the topic. These are components of the article that are not in the main body of the text. The Text Features in Information and understand the topic. These are components of the article that are not in the main body of the text. The Text Features in Information and understand the topic. These are components of the article that are not in the main body of the text. The Text Features in Information and understand the topic.
information about the title. Headings: Headings help to organize information into sections. Subheadings: Subheadings are used to organize information into sections. Subheadings are used to organize information into sections.
page of a book. There we can find out the page number of important keywords or information. In an index, words are listed in alphabetical order. Glossary: It is a mini dictionary found at the end of the book. It gives us the definitions of keywords are used in
non-fiction books to share information. They help to organize data so that it becomes easy for the readers to read. Graphs help to organize facts in a visual way which makes it easier for the readers. Captions: Captions are present underneath photographs and illustrations. They give us more
information about the picture. Diagrams: These are simple drawings that show the parts of a picture. Maps: Maps are used in some non-fiction materials to show the location of a place. Timelines: Timelines are used to show the
order in which certain events happened. These are usually used with historical events. Photographs: These are taken using a camera and they show what something looks like. Bold and italic letters: Bold and italic letters are used to draw attention to important
words. Words are written in dark and heavy lines to make them bold. Italic letters are slanted. Types of Informational Texts Structure are: 1. Descriptive or Definition Such texts explain a topic. The main concept is defined first
and then expanded with examples. The signal words used are referred to, defined as, for instance, to illustrate etc. For example: Science textbooks, news articles, information sheet about products for sale 2. Problem - Solution This type of text states a problem and suggests one or more solutions. The signal words used are the problem is, the solution
is, the problem is solved by etc. For example: A speech with a remedy for a particular problem 3. Sequence/ Time In this structure, information about a topic is given in a particular order. If the order is changed the meaning would change. The signal words used are first, second, third, then, before etc. For example: Recipes, instruction manuals 4.
Comparison - Contrast This text structure involves pointing out the similarities and differences between two or more topics or objects. The signal words used are same as, different from, alike, similarly etc. For example: Articles comparing two sports teams 5. Cause - Effect This kind of text shows the relationship between the cause of something and
the effect of the result. The signal words used are so that, because of, reasons for, if...then etc. For example: Warning labels which state the side effects of using a product. Activity B: SQ3R SQ3R stands for Survey! Question! Read! Recite! Review! and is a reading strategy developed by Robinson (1970). This strategy can be used across texts, but can
be particularly effective for informational texts so that students can preview the text features to form hypotheses about the information is organized. During this time, students should get a general idea of
what the text is about, what kind of information the author gives, and how many sub-topics there are Question (before class) - Turn each boldfaced heading into a question by using one of the following words: who, what, when, why, or how Read (after class) - Read the time, and write the answer to the question posed in Question Recite (after class) -
Recite the answer, and put it into your own words Review (before next class) - Cover the answers, and ask yourself the questions to review important information. SQ3R in Action Give students a passage of text, and explain that they will be using the SQ3R strategy to preview and read the text. In this case, refer back to the shark text in Activity
A. Identify each step of the process (Survey! Question! Read! Recite! Review), model for students, and have students complete the activity. Teacher: "Today, we will be using the SQ3R strategy to read and understand our text. During this process, you will..." (explain 5 steps). Survey! Question! Read! Recite! Review), model for students, and have students complete the activity. Teacher: "Today, we will be using the SQ3R strategy to read and understand our text. During this process, you will..."
text to get a sense of how the content is organized. I see that there are lots of pictures and captions under the pictures. There are parts of text at the top and on the side. It looks like the text is broken down into smaller chunks by the headings. The main topic is sharks, but I can see that there are subtopics like fastest shark, largest fish, shark with the
largest teeth, and so on. I see that the author is using the informational text structure of description because he is describing different types of sharks. He must be writing to inform the reader about the different species of sharks and what makes the sharks special." Question - "Now on to Q, Question. I'm going to practice turning each boldfaced
heading into a question using one of the 5 W words. Let's try the heading Fastest Shark. My question is "What is the fastest shark?" (Teacher continues with all headings.) Read. I will read the text and answer my questions." (Teacher continues with all headings.) Read. I will read the text and answer my questions."
shark is the Shortfin Mako, which can swim over 35 mph!" (Teacher continues to answer into my own words. One of the fastest sharks in the world is called the Shortfin Mako. This shark can swim almost 35 mph!" (Teacher demonstrates with other sections.) Review- "Finally
our last step, R, Review. I'll cover my answers and see if I can remember the important information." (Teacher covers answers.) "What is the Shortfin Mako!" Activity C: Main Idea & Supporting Details from
unimportant details in an informational text. Using this graphic organizer, students first write the main idea, and then find evidence in the text that supports the main idea. When students are just beginning to use this strategy, they can turn the headings into a question (from the Text Feature Walk activity above) and write the question into the main-
idea box. Then, they can go back into the text and find three supporting details that answer this question. Main Idea and supporting Details in Action Imagine your class is reading this text about sharks as you read the
script below. Teacher: "Let's try finding the Main Idea and Supporting Details in our shark text. The heading to this section is 'Fastest Shark.' Let's first turn that into a question. Ok, I see one here: The Shortfin Mako is
the fastest shark, so I'll write that down. I also see that it can swim up to 35 mph, so I'll write that down as well. Let's check: do these two supporting details.) "Yes." Note: Activity C is one example of a graphic organizer that supports understanding of text structures. You can find more examples of
graphic organizers that support text structure on the Summarizing and Synthesizing page. Robinson, Francis, Pleasant. (1970). Effective study. New York: Harper & Row. Seminar on Literature for Youth. (2016). Sharks. Retrieved August 25 from . In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you
very much for your cooperation. Text features refer to the organizational and structural elements of a text that generally help with navigating and meaning-making. There are common text features that span most fiction and non-fiction genres, like the title, subheading, table of contents, captions and images. Then, there are additional text features of
specific genre-texts, such as hyperlinks within digital texts and in-text citations in academic texts. Below are a range of text features, their description, and the value they provide in organizing written texts. Full List of Text Features are a range of text features, their description, and the value they provide in organizing written texts. Full List of Text Features, their description, and the value they provide in organizing written texts.
summarize the topic or theme of the document. The title gives an initial impression of the content, and often determines whether the reader pause and wonder, and
also indicates that the book will involve a war of some sort. You'll find titles in nearly all genres of text, including books, academic papers, articles, blog posts, and emails. Prompts for Learners: Where can you usually find the title of a book? After reading the title, what do you think the book will be about? After reading the text, can you think of two
alternative titles for this text? Subtitles come after a title either on a new line or following a colon (:). They tend to add more detail and context to the title to help the reader develop a greater understanding of the purpose or contents of the text they're about to read. Here are some real-life examples: Quiet: The Power of Introverts in a World That
Can't Stop Talking Wild: From Lost to Found on the Pacific Crest Trail Oliver Twist: The Parish Boy's Progress Cleopatra: A Life Note how the title is designed to be more descriptive. For the book "Quiet", the title is designed to catch our attention while the subtitle explains what the
text is about (introverts). Similarly, "Oliver's Twist" has a subtitle that informs us that Oliver is a parish boy. It's also interesting to note that "A life" is a common subtitle to denote that the book from the subtitle alone? What context
does the subtitle give (place, time, personality, etc.)? After reading the book, can you come up with 2 alternative subtitle ideas? Also on the front of a book (before we even open the first page!) we have another text feature: the cover image. This image could be a photograph or an artist's depiction of a key feature of the text. A very famous cover
image, for example, is from Harry Potter and the Chamber of Secrets, which depicts Harry and Ron in a flying car. Harry's scraggy hair, round glasses, and lightning-bolt scar are visible. This image gives a lot of context: the lightning car being important to the storyline, and the flying car demonstrating that magic will be in the book. Cover images are
common in both fiction and non-fiction texts, with actual photographs more likely on a non-fiction text. Prompts for Learners: What can you guess the book is about based on the cover image? Why do you think they chose a drawing/photo and not the other way around? After reading the book, can you come up with an alternative scene for the cover
image? Often, when you open a book, you will not find the text in a non-linear fashion. Tables of contents are found in both fiction and non-fiction texts. For non-fiction texts, they serve a greater purpose, because non-fiction texts are often designed
to be read in a non-linear fashion. A classic example is an encyclopedia, where you don't read it cover-to-cover. Rather, you browse the table of contents (or index, discussed later) to find what you want to red, then only read that section. Prompts for Learners: What is the purpose of a table of contents? How can using a table of contents save you time?
certain segment of the storyline. Non-fiction texts will often strategically end a chapter on a cliffhanger or a similar compelling point in the storyline, designed to keep you reading the next one, then the next one, then the next one, then the next one a compelling name of the storyline.
that tries to draw you into the chapter or give you context about what it's about. Or, it might just be "Chapter 1". Prompts for Learners: Why do non-fiction books have chapters? Why do fiction books have chapters? Why do non-fiction books have chapters? Why do fiction books have chapters? Subheadings are found throughout a text and function to divide a text into sections. They provide a brief summary of the content of each
sections that contain the information we are seeking. Prompts for Learners: How can readers use subheadings to navigate a text? What sorts of texts are subheading text. It id used to emphasize certain words or phrases that the author
might want you to focus on. In other words, bold print highlights the most important information for the reader. It makes it easier for the reader to spot key points. Most commonly, bold print will be used in instructional texts (e.g. manuals and guides). It's also common in textbooks to emphasize key terms or concepts which might be returned to later
in a glossary. Similarly, in my own blog posts, I use bold print to stress main points. Prompts for Learners: What words or phrases are in bold print, and why do you think the author chose to highlight them? How does the use of bold print, and why do you think the author chose to highlight them? How does the use of bold print, and why do you think the author chose to highlight them? How does the use of bold print to stress main points.
bold print? Italics is a text style where the letters lean slightly to the right. It's used to emphasize a point, such as if a character yells something! Italic text could also denote titles of works in some referencing style, or indicate foreign or latin words. Italics provide a visual hint that the text holds special significance, whether it be for emphasis or
following a referencing style or other stylistic guidelines. Italics are widely used in non-fiction writing. They're common in newspapers and blog posts, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis.
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for a reader to scan through items, instructions, or other ordered and structured data. It is used to organize information in a clear, concise format. These formats provide a straightforward way to digest and comprehend information. As a result, they can provide a better reader experience when presenting complex or difficult text. Bullet points and
numbered lists are common in instructional texts where a list of steps or procedures may be required. They're also prevalent in business reports for listing data or key points. You might also see them at the beginning of a text or blog post to summarize the upcoming information. Prompts for Learners: What information is presented in bullet points or
numbered lists in this text? How do bullet points or numbered lists help you understand the information better? If you were to revise this text, what other information, whether numerical or textual. By aligning data in columns and
rows, we can scan, compare and contrast, and order the data easily. It can be a lot faster to present and receive this complex information than if it were presented in textual format. In other words, tabulated data provides a clear, efficient method of receiving data. You'll often find tables in academic articles, where they may be used to present
text, what other information would you present in a table? Text FeatureDescriptionCommon Text TypesGraphs/ChartsVisual representations of data. They help to illustrate and explain datasets in a fast and consumable way. Great for demonstrating relationships between data. Academic work, scientific papers, business reports, textbooks, news
articles.Images/PicturesUsed to supplement textual information, bring descriptive writing to life, sustain user attention, support storytelling, and (for images) add veracity to claims. Textbooks, children's books, cookbooks. Captions Brief descriptions typically used with images or graphs to provide context or explain what is being shown. Photography
colored differently. Web pages, digital documents, e-books. Pull Quotes A brief, attention-grabbing quotation, typically in a larger or distinctive typeface, taken from the main text. Magazines, newspapers, blog articles. Glossary An alphabetical list of terms with their definitions, usually placed at the end of a book. Textbooks, technical manuals, academic
books.IndexAn alphabetical list of names, subjects, etc. with reference to the pages on which they are mentioned.Books, reports, technical manuals.Bibliography/ReferencesA list of the books, articles, websites, etc., used or referred to by the author.Academic papers, research reports, books.InfographicsVisual representations of information, data, or
knowledge intended to present complex information quickly and clearly. Websites, magazines, business reports. Sidebars A short article or information that is adjacent to and complements the main text. Magazines
academic papers, textbooks. Textbooks. Textbooks. Textbooks, presentations, digital documents. Cover PagesThe first page of a document, often containing the title, author, and publication date. Books, academic papers, business reports. Prologues A separate introductory section in a
book that provides background information, often before the start of the main story. Novels, plays, literary works. FitlesThe name of a book, composition, or other artistic work. Books, songs, films,
articles. Subtitles Secondary titles that provide more information about the content. Also, the transcriptions of dialog in films or video. Books, magazine. Books, magazines, albums. Table of Contents and the page numbers where they start, usually
located at the beginning of a book. Books, reports, manuals. Chapter Titles for sections of a book to divide the content into manageable parts. Novels, textbooks, guides. Subheadings Titles for sections within a chapter or article, helping to break up and organize content. Articles, textbooks, reports. Bold PrintText that has been made
thicker to stand out, often used for emphasis. Books, articles, research papers. Bullet Points/Numbered Lists is lightly tilted to the right, often used for emphasis, titles, or foreign words. Books, articles. Tables is structured set
of data made up of rows and columns, used to organize information. Textbooks, scientific papers, business reports. Footnotes at the foot of the page used to cite sources or to provide additional information about something mentioned in the main text. Academic papers, research reports, books. There are countless text features, and I needed to
stop somewhere - so I stopped at 27. A great strategy you can use when teaching about text features is to simply give students a range of different texts (e.g. a textbook, a novel, and an academic paper) and ask them to identify, describe, and even reproduce each text type they can find within the text. Text features refer to the organizational and
structural elements of a text that generally help with navigating and meaning-making. There are common text features that span most fiction and in-fiction genres, like the title, subheading, table of contents, captions and in-text
citations in academic texts. Below are a range of text features, their description, and the value they provide in organizing written in larger or bolder type. It serves to introduce and briefly summarize the topic or theme of the document. The title gives an initial
impression of the content, and often determines whether the reader continues to engage with the text. Generally, a title should engage and intrigue the reader pause and wonder, and also indicates that the book will involve a war of some sort. You'll find
titles in nearly all genres of text, including books, academic papers, articles, blog posts, and emails. Prompts for Learners: Where can you usually find the title of a book? After reading the text, can you think of two alternative titles for this text? Subtitles come after a title either on a new
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novels, tend to have chapters. These are 'sections' of a book that each have a coherent theme or reason that they are clustered together. In non-fiction texts, it might represent a certain segment of the storyline. Non-fiction texts will often strategically end a chapter
on a cliffhanger or a similar compelling point in the storyline, designed to keep you reading the next one, then the next one is a compelling name that tries to draw you into the chapter or give you context about what it's about. Or, it
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subheadings are more common in non-fiction than fiction texts. They might be used in texts such as academic articles, textbooks, business reports, blog posts, and how-to guides. In these sorts of texts, they allow us to skip a section and scan through to the sub-sections that contain the information we are seeking. Prompts for Learners: How can
readers use subheadings to navigate a text? What sorts of texts are subheadings most common in? Bold print is a stylistic choice in which the text is darkened to stand out from the surrounding text. It id used to emphasize certain words or phrases that the author might want you to focus on. In other words, bold print highlights the most important
information for the reader. It makes it easier for the reader to spot key points. Most commonly, bold print will be used in instructional texts (e.g. manuals and guides). It's also common in textbooks to emphasize key terms or concepts which might be returned to later in a glossary. Similarly, in my own blog posts, I use bold print to stress main points.
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present and receive this complex information than if it were presented in textual format. In other words, tabulated data provides a clear, efficient method of receiving data. You'll often find tables in academic articles, where they may be used to present research data. They're also common in textbooks to summarize and compare information, in
business reports to present financial data, and in technical manuals to list specifications. Prompts for Learners: What information is presented in the table in this text? How does the table help you understand the information better? If you were to revise this text, what other information would you present in a table? Text FeatureDescriptionCommon
Text TypesGraphs/ChartsVisual representations of data. They help to illustrate and explain datasets in a fast and consumable way. Great for demonstrating relationships between data. Academic work, scientific papers, business reports, textbooks, news articles. Images/PicturesUsed to supplement textual information, bring descriptive writing to life.
sustain user attention, support storytelling, and (for images or graphs to provide context or explain what is being shown. Photography, news articles, research papers, social media. Footnotes at the foot of the page used to cite
sources or to provide additional information about something mentioned in the main text. Academic papers, research reports, books. Hyperlinks Text or images that provide a link to another page or a different section of the same page. Often underlined and colored differently. Web pages, digital documents, e-books. Pull Quotes A brief, attention-grabbing
quotation, typically in a larger or distinctive typeface, taken from the main text. Magazines, newspapers, blog articles. Glossary An alphabetical list of names, subjects, etc. with reference to the pages on which they
are mentioned. Books, reports, technical manuals. Bibliography/References A list of the books, articles, websites, etc., used or referred to by the author. Academic papers, research reports, books. Infographics Visual representations of information, data, or knowledge intended to present complex information quickly and clearly. Websites, magazines,
business reports. Maps Visual representations of an area of land or sea showing physical features. Travel books, geography textbooks, research reports. Sidebars A short article or information that is adjacent to and complements the main text. Magazines, academic papers, textbooks. Textbooks. Textbooks of an area of land or sea showing physical features.
from the main text.Textbooks, presentations, digital documents.Cover PagesThe first page of a document, often containing the title, author, and publication date.Books, academic papers, business reports.ProloguesA separate introductory section in a book that provides background information, often before the start of the main story.Novels, plays,
literary works. Epilogues A section or speech at the end of a book or play that serves as a comment on, or a conclusion to, what has happened. Novels, plays, literary works. Titles that provide more information about the content. Also, the
transcriptions of dialog in films or video. Books, academic papers, films. Cover Image The image presented on the cover of a book or magazine. Books, magazine at the beginning of a book. Books, reports, manuals. Chapter Titles The titles given to
specific sections of a book to divide the content into manageable parts. Novels, textbooks, guides. Subheadings that has been made thicker to stand out, often used for emphasis. Books, articles, websites. Italics Text that is
slightly tilted to the right, often used for emphasis, titles, or foreign words. Books, articles, research papers. Bullet Points/Numbered ListsA list format that breaks information into easy-to-read, discrete parts. Presentations, textbooks, articles. TablesA structured set of data made up of rows and columns, used to organize information. Textbooks, scientific
papers, business reports. Footnotes Notes at the foot of the page used to cite sources or to provide additional information about text. Academic papers, research reports, books. There are countless text features, and I needed to stop somewhere - so I stopped at 27. A great strategy you can use when teaching about text
features is to simply give students a range of different texts (e.g. a textbook, a novel, and an academic paper) and ask them to identify, describe, and even reproduce each text that help make a text more accessible. Authors use these additions, like sidebars and
charts, to help readers focus on important parts of a text and to organize the information. When readers know what text features should make reading easier, students do need instruction in how to use them, plus lots of practice. Here's our guide to text features,
including how to help your students navigate nonfiction like experts. Text features are parts of a text that aren't in the main story or body of text. They're reading. For example, a photo caption helps students understand more about what's
happening in the picture, so they understand that the photo is not of just some old guy on a boat, but of George Washington crossing the Delaware River, for example. Text features also help students efficiently navigate a text. A table of contents or a glossary allows them to get to the section they want without having to skim the entire text. Learn
more: How To Teach Nonfiction Text Features Brooke Blake via We Are Teachers The table of contents is there to help students an idea of what they will learn in each chapter. So, if they're skimming a table of contents and notice that they're
interested in each of the chapter titles (say: The First Submarines, Today's Submersibles), then they'll know that this is a book they want to read, rather than diving into the text and getting bored or frustrated because it's not something they're interested in at all. Brooke Blake via We Are Teachers Titles and subtitles (or headings and subheadings)
give information about what a section is about. In nonfiction, they may also give important new vocabulary words that help with understanding the meaning of a text. Titles and subtitles also give information about how a text is organized. For example, a text with a chronological structure may have dates in each subtitle to let students know that they
in context. Brooke Blake via We Are Teachers A sidebar is text that is set aside from the main text. Sidebars include information that is interesting, or supports the main text, but is not part of the main text about shark attacks occur, which is interesting information
but not 100% necessary. Sidebars often include features like graphs, charts, and timelines, which can be helpful for putting information in a way that helps students compare information, or see information about one topic in one space. For
We Are Teachers Pictures and photos show what the text is discussing, and captions help students understand the context for those images. Brooke Blake via We Are Teachers Diagrams allow readers to connect vocabulary with images. Brooke Blake via We Are Teachers Diagrams allow readers to connect vocabulary with images. Brooke Blake via We Are Teachers Diagrams allow readers to connect vocabulary with images.
We Are Teachers Labels explain what is included in a diagram or photo. Brooke Blake via We Are Teachers A map can help readers locate
events in a location or period of time. A map of how the troops moved from one country to another during a historical battle would help readers visualize how the war was progressing. Brooke Blake via We Are Teachers A glossary is at the end of a book and gives information about what's included in the book through key words or concepts. A students of a book and gives information about what's included in the book through key words or concepts.
can use a glossary to understand vocabulary—it's like a mini book-specific dictionary. Brooke Blake via We Are Teachers An index is also at the end of a text, but it has a list of topics that are included in the book and where to find each. So, if a student is working on a report about Pandas but has a look about Chinese animals, the index is a good place
to look for the pages where pandas are discussed. Lext leatures and now to use them is one of those literacy skills that students can quickly grasp, get good at, and use in any job they do in the future. Use this protocol before, during, and after reading: Show students text leatures in books you read aloud or use during small-group work and talk about
them. Ask students: What are text features? Which examples have you already seen? Why do authors use text features? When you start working with a text, define the main text features? Which examples have you already seen? Why do authors use text features? When you start working with a text, define the main text features? When you start working with a text, define the main text features? When you start working with a text, define the main text features? When you start working with a text, define the main text features? When you already seen? Why do authors use text features?
display it where all students can easily see it. Then: Think aloud. For example, when you get to a chart, talk about the information you learn and how it helps you understand the topic. Model how to approach the text feature when you get to a chart, talk about the information you learn and how it helps you understand the topic. Model how to approach the text feature when you get to a chart, talk about the information you learn and how it helps you understand the topic.
the next text feature and discuss it. When students work independently with a text that you started together or after they finish reading a text on their own, review and discuss: Which text features help you understand the information? Why do you think the author included
these features and not others? Here are six of our favorite ways to teach text features. It's a picture walk, but for text features are six of our favorite ways to teach text features. Previewing a text in this way builds background knowledge that students have some
background knowledge on. Give students may not be able to pronounce yet, preview them and have students may not be able to pronounce yet, preview them and have students practice
sounding them out before they see them in the text. After students have looked at the text features, have them read the text and little sticky notes. Have them label the text features they see. You can do this lesson as a whole group first and then
in small groups or individually. You can even use this as a check for understanding to make sure that students are able to name the key features in a text. If students are all working with the same text, especially for a longer text, post chart paper with the various text features they will see. Then, have students post a sticky note with the page number
and why the author included that text feature for each example they come to. We Are Teachers Give students a checklist of text features they find. After they read, they can talk about which text features helped them understand the information. And talk about which
were not included. Learn more: Text Feature Scavenger Hunt for Grades K-6 As you talk about text features in a text, also ask: Why did the author include this text feature? The idea is that each text feature Scavenger Hunt for Grades K-6 As you talk about text feature? The idea is that each text feature? The idea is the idea is that each text feature? The idea is the idea is the idea is 
for example). This helps students connect text features to the bigger picture: reading comprehension. When students can add a sidebar about their opinion or a diagram to show what they learned. Text features are valuable teaching tools to help
learners understand and improve their text comprehension. Readers will easily ignore text features for reading and learning. What Is A Text Features for reading and learning the text. Text features for reading and learning and learning.
main text but offer information for students to easily understand the fiction and nonfiction books and articles. Students understand nonfiction material more efficiently when they know the essential text features and how to locate them. When introducing text features, students learn the goal and purpose of text features. Each text feature has a
function that assists students in quickly gaining access to information for better comprehension. Although there are numerous text features are generally more visible in nonfiction text. These are the most common text features in research
articles, newspapers, magazines, and textbooks. However, book title, chapter title, table of contents, bold words, and italics are text features found in fiction books; picture books and chapter title indicates to students what they will learn about
in that chapter. Nonfiction text features like titles and subtitles teach students new vocabulary words and concepts that allow the meaning of the text. Table Of Contents The table of contents breaks down the entire book to help students find specific chapters. Students can turn to the relevant pages indicated in the table of
contents without paging the entire book. Table of contents saves time when students study specific chapters for tests and need to find related content for homework assignments. Headings and subtitles break the nonfiction text into sections and subsections. Using these types of nonfiction text features students find specific information quickly in
nonfiction books and articles by scanning the headings and subheadings. Graphics As Text Features Graphics are pictures, maps, and diagrams found in a nonfiction text from a different perspective. Charts and tables visually
represent data and information in an easy-to-read way. Diagrams explain how things work or show the relationship between things. Diagrams are helpful in STEM subjects. Maps show locations where things occurred. Students read a map to locate places mentioned in nonfiction text like history books. Photos and illustrations are nonfiction text
features that create interest, make the nonfiction texts more interesting for students, and emphasize key points in the informational text. Maps like this are text features explain the graphic, picture, map, or diagram. Placed close to or inside the graphic,
students understand which graphics the captions belong to. Glossary teaches students new vocabulary words. The glossary word list is added to the end of a chapter or the book's end. Index Text Features An index is an
alphabetical list of important words, places, names, and objects in the text. The index contains page numbers that help the reader quickly locate the pages and the words in the informational text and other nonfiction texts. Nonfiction texts. Nonfiction texts.
are expanded on in the glossary. Bold words are words or phrases that form an integral part of understanding the content of the nonfiction text. The darker and thicker font of bolded words are words or phrases that form an integral part of understanding the content of the nonfiction text. The darker and thicker font of bolded words are words or phrases that form an integral part of understanding the content of the nonfiction text.
and phrases that require emphasizing when students read the text. Words in italics are also found inside the main body text. A sidebar and breakout box provide students with concepts, facts, and ideas related to the main body text. A sidebar and breakout box provide students with concepts, facts, and ideas related to the main body text. A sidebar and breakout box provide students with concepts, facts, and ideas related to the main body text.
contains a brief article next to the main text, and a breakout box features related text like a quotation, list, or fact that isn't long enough for a sidebar article. Labeled diagrams when introducing students to new topics to help learners
understand the text better. Teaching Text Features In The Classroom Teachers use various text features to maximize their learning experience. Teaching Text Features In Fiction Books To Kindergarten Students Text features in fiction text aren't as many
as nonfiction text features. Often teachers won't spend an entire lesson on it but incorporate identifying and using text features while reading a story. For example, before starting a new chapter title, kids can find the page number for that
chapter. Text Features Picture Walk For Fiction Books Young kids in lower grades use a picture walk to practice comprehension strategies. Kids use the pictures as clues to understanding what the story is about and to learn unfamiliar words. Looking at the book cover and reading the title, the classroom discuss what they think the book is about.
Paging through the book, the teacher asks readers guestions about each picture. This prereading exercise engages the reader's imagination, and kids are more inclined to listen and discuss the story actively. Text Feature Walk Structure The Text Feature Walk strategy for nonfiction text features is similar to the picture walk prereading exercise used
in fiction books. Kids should be familiar with the text features before starting the text features before starting the structure; use examples to show readers how to describe and predict texts using text features to much text to read and discuss at a time. Use topics learners are familiar with to teach them the
process. Readers should then participate by reading a text feature walk before the student reads the main body of the text. More Fun Text Feature Ideas To Practice Text Features Text Feature
Scavenger Hunt Idea A scavenger hunt is a fun teaching method to engage readers to find text features, magazines, newspapers, and articles. The pupils learn how to find and use text features to gain access to information in the texts. Text Feature Bingo Idea Bingo is
another fun teaching game to help the reader reinforce text features. Create laminated bingo cards and buttons, beans, cubes, or pieces of paper as markers. You can even have a prize box for winners. Text Features Activity Idea Spread enough books (a number card next to each item) in the classroom. Each reader has a checklist with a list of
nonfiction text features. Children enjoy a fun walk through the classroom by checking off the nonfiction text features refer to the
organizational and structural elements of a text that generally help with navigating and meaning-making. There are common text features that span most fiction and non-fiction genre-texts, such as hyperlinks within digital texts
and in-text citations in academic texts. Below are a range of text features, their description, and the value they provide in organizing written texts. Full List of Text Features The title is the heading at the topic or theme of the document. The title gives
an initial impression of the content, and often determines whether the reader continues to engage and intrigue the reader pause and wonder, and also indicates that the book will involve a war of some sort.
You'll find titles in nearly all genres of text, including books, academic papers, articles, blog posts, and emails. Prompts for Learners: Where can you usually find the title of a book? After reading the text, can you think of two alternative titles for this text? Subtitles come after a title
either on a new line or following a colon (:). They tend to add more detail and context to the title to help the reader develop a greater understanding of the purpose or contents of the text they're about to read. Here are some real-life examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in a World That Can't Stop Talking Wild: From Lost to Found on the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Power of Introverts in the Pacific examples: Quiet: The Pacific examples: Quiet: The Pacific examples: Quiet: The Pacific examp
Crest Trail Oliver Twist: The Parish Boy's Progress Cleopatra: A Life Note how the title is designed to be more descriptive. For the book "Quiet", the title is designed to be more descriptive. For the book "Quiet", the title is designed to be more descriptive.
subtitle that informs us that Oliver is a parish boy. It's also interesting to note that "A life" is a common subtitle donote that the book from the subtitle alone? What context does the subtitle give (place, time, personality, etc.)? After
reading the book, can you come up with 2 alternative subtitle ideas? Also on the front of a book (before we even open the first page!) we have another text feature of the text. A very famous cover image, for example, is from Harry Potter and the Chamber of
Secrets, which depicts Harry and Ron in a flying car. Harry's scraggy hair, round glasses, and lightning-bolt scar are visible. This image gives a lot of context: the lighting scar being important to the storyline, and the flying car demonstrating that magic will be in the book. Cover images are common in both fiction and non-fiction texts, with actual
photographs more likely on a non-fiction text. Prompts for Learners: What can you guess the book, can you come up with an alternative scene for the cover image? Often, when you open a book, you will not find the
text immediately. Instead, you will come across a table of contents. This is here to help you navigate the text in a non-linear fashion. A classic example is an
encyclopedia, where you don't read it cover-to-cover. Rather, you browse the table of contents (or index, discussed later) to find what you want to red, then only read that section. Prompts for Learners: What is the purpose of a table of contents most useful
for? Longer texts, such as novels, tend to have chapters. These are 'sections' of a book that each have a coherent theme or reason that they are clustered together. In non-fiction texts, it's usually because each chapter addresses a particular idea or topic. In fiction texts, it might represent a certain segment of the storyline. Non-fiction texts will often
strategically end a chapter on a cliffhanger or a similar compelling point in the storyline, designed to keep you reading the next one. We'll often call books that do this well 'page turners'. Like a book title, a chapter title might have a compelling name that tries to draw you into the chapter or give you context
about what it's about. Or, it might just be "Chapter 1". Prompts for Learners: Why do non-fiction books have chapters? Subheadings are found throughout a text and function to divide a text into sections. They provide a brief summary of the content of each section, allowing readers to scan and locate relevant
information quickly. Generally, subheadings are more common in non-fiction than fiction texts. They might be used in texts such as academic articles, textbooks, business reports, blog posts, and how-to guides. In these sorts of texts, they allow us to skip a section and scan through to the sub-sections that contain the information we are seeking.
Prompts for Learners: How can readers use subheadings to navigate a text? What sorts of texts are subheadings most common in? Bold print is a stylistic choice in which the text is darkened to stand out from the surrounding text. It id used to emphasize certain words or phrases that the author might want you to focus on. In other words, bold print
highlights the most important information for the reader. It makes it easier for the reader to spot key points. Most commonly, bold print will be used in instructional texts (e.g. manuals and guides). It's also common in textbooks to emphasize key terms or concepts which might be returned to later in a glossary. Similarly, in my own blog posts, I use
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bold print to stress main points. Prompts for Learners: What words or phrases are in bold print? Italics is a text style where the letters lean slightly to the right. It's used to emphasize a point, such as if a character yells something! Italic text could also denote titles of works in some referencing style, or indicate foreign or latin words. Italics provide a visual hint that the text holds special significance, whether it be for emphasis or following a referencing style or other stylistic guidelines. Italics are widely used in non-fiction writing. They're common in newspapers and blog posts, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis. They can also be found in academic articles, where they may be used for emphasis. words or phrases are in italics, and why do you think the author chose to italicize them? How does the use of italics change your understanding or reading of the text? If you were to revise this text, what other words or phrases would you put in italics? Bullet points and numbered lists make it easier for a reader to scan through items, instructions, or other ordered and structured data. It is used to organize information in a clear, concise format. These formats provide a better reader experience when presenting complex or difficult text. Bullet points and numbered lists are common in instructional texts where a list of steps or procedures may be required. They're also prevalent in business reports for listing data or key points. You might also see them at the beginning of a text or blog post to summarize the upcoming information. Prompts for Learners: What information is presented in bullet points or numbered lists in this text? How do bullet points or numbered lists help you understand the information better? If you were to revise this text, what other information would you put in bullet points or numbered lists? Tables are a structured way to present data and complex information, whether numerical or textual. By aligning data in columns and rows, we can scan, compare and contrast, and order the data easily. It can be a lot faster to present and receive this complex information than if it were presented in textbooks to summarize and compare information, in business reports to present financial data, and in technical manuals to list specifications. Prompts for Learners: What information better? If you were to revise this text, what other information would you present in a table? Text FeatureDescriptionCommon Text TypesGraphs/ChartsVisual representations of data. They help to illustrate and explain datasets in a fast and consumable way. Great for demonstrating relationships between data. Academic work, scientific papers, business reports, textbooks, news articles. Images/PicturesUsed to supplement textual information, bring descriptive writing to life, sustain user attention, support storytelling, and (for images) add veracity to claims. Textbooks, children's books, cookbooks. Captions Brief descriptions typically used with images or graphs to provide context or explain what is being shown. Photography, news articles, research papers, social media. Footnotes Notes at the foot of the page used to cite sources or to provide additional information about something mentioned in the main text. Academic papers, research reports, books. Hyperlinks Text or images that provide a link to another page or a different section of the same page. Often underlined and colored differently. Web pages, digital documents, e-books. Pull Quotes A brief, attention-grabbing quotation, typically in a larger or distinctive typeface, taken from the main text. Magazines, newspapers, blog articles. Glossary An alphabetical list of terms with their definitions, usually placed at the end of a book. Textbooks, technical manuals, academic books. Index An alphabetical list of names, subjects, etc. with reference to the pages on which they are mentioned. Books, reports, technical manuals. Bibliography/References a list of the books, articles, websites, etc., used or referred to by the author. Academic papers, research reports, books. Infographics Visual representations of information, data, or knowledge intended to present complex information quickly and clearly. Websites, magazines, business reports. MapsVisual representations of an area of land or sea showing physical features. Travel books, geography textbooks, research reports. Sidebars A short article or information that is adjacent to and complements the main text. Magazines, academic papers, textbooks. Textbooks Boxes containing additional or highlight information, separate from the main text. Textbooks, presentations, digital documents. Cover Pages The first page of a document, often containing the title, author, and publication date. Books, academic papers, business reports. Prologues A separate introductory section in a book that provides background information, often before the start of the main story. Novels, plays, literary works. Epilogues as a comment on, or a conclusion to, what has happened. Novels, plays, literary works. Titles The name of a book, composition, or other artistic work. Books, songs, films, articles. Subtitles Secondary titles that provide more information about the content. Also, the transcriptions of dialog in films or video. Books, magazines, albums. Table of Contents A list of titles or chapters and the page numbers where they start, usually located at the beginning of a book. Books, reports, manuals. Chapter TitlesThe titles given to specific sections of a book to divide the content into manageable parts. Novels, textbooks, guides. Subheadings Titles for sections within a chapter or article, helping to break up and organize content. Articles, textbooks, reports. Bold PrintText that has been made thicker to stand out, often used for emphasis. Books, articles, websites. ItalicsText that is slightly tilted to the right, often used for emphasis, titles, or foreign words. Books, articles, research papers. Bullet Points/Numbered ListsA list format that breaks information into easy-to-read, discrete parts. Presentations, textbooks, articles. TablesA structured set of data made up of rows and columns, used to organize information. Textbooks, scientific papers, business reports. Footnotes at the foot of the page used to cite sources or to provide additional information about something mentioned in the main text. Academic papers, research reports, books. There are countless text features, and I needed to stop somewhere - so I stopped at 27. A great strategy you can use when teaching about text features is to simply give students a range of different texts (e.g. a textbook, a novel, and an academic paper) and ask them to identify, describe, and even reproduce each text type they can find within the text.