
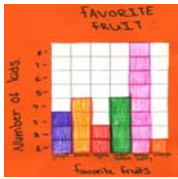
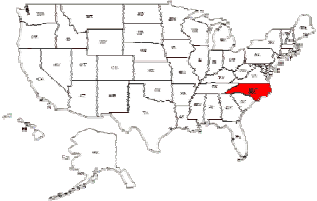


Lesson: Previews text and uses knowledge of text structure to predict the content of a selection (expository)

Fourth Grade Objective: 2.0262 remediation

Lesson

1. In expository, or nonfiction, selections authors often use text features to organize information. For example, headings, subheadings, bold print, italics, photographs, captions, text boxes, maps, charts, and graphs are all text features that can be found in expository selections. These text features help the reader better understand the text. Headings and subheadings help the reader know what type of information they will be reading about. Bold print is often used to show important vocabulary. Italics can be used to emphasize an important point. Photographs and captions help show examples of the content of the text. Maps, charts, and graphs can be used to show important locations and data. Text boxes can be used to highlight interesting facts or give the reader a side note about the topic. Look at the example below to see what these text features may look like in a nonfiction selection.

<h1>Title</h1>	<h2>Photograph</h2>
<h2>Heading</h2>	
----- ----- -----	Caption ----- -----
----- bold print ----- ----- -----	<div style="border: 1px solid black; padding: 10px; text-align: center;"><h3>Text box</h3><p>Interesting facts or side notes about the topic</p></div>
<h2>Subheading</h2>	<h2>graph</h2>
----- -----	
----- <i>italics</i> ----- ----- -----	<h2>Map</h2>
-----	

Good readers preview these text features before they begin to read a nonfiction selection. By previewing these text features, good readers are able to make a logical prediction about what they will read about. This is important because if you take the time to predict what you will read about before you begin to read, you will be more engaged in the text and better understand what you are reading about.

3. Let's do an example together. First we need to get the article. You will need access to the internet. Once you have accessed the internet, go to the following website:
<http://kids.nationalgeographic.com/Stories/AnimalsNature/Dolphin-language>
4. I am going to write a "think aloud" to show you what I think about before I begin reading this nonfiction selection.
5. The title of the article is "Secret Language of Dolphins." This lets me know that I will be reading about how dolphins communicate with each other. Because the word secret is in the title, I think that people may not know too much about how dolphins communicate. They might still be trying to figure it out. There are four headings in this article. They are "Cracking the Code," "Chatty Mammals," "Thinking Dolphin," and "Language Lessons." In "Cracking the Code" I think that I might read about how scientists are beginning to learn about how dolphins communicate. "Chatty Mammals" might describe the amount of communication that dolphins do. Because it says "chatty" I think that they must talk a lot! "Thinking Dolphin" may give the reasons why dolphins communicate. I predict they must have a purpose for their communication since the heading says "thinking." Finally in "Language Lessons" I might read about what we can learn from how dolphins communicate. This article also has photographs and when you click on the photographs you can see the captions that go with each. The photographs are pictures of dolphins and the captions give interesting facts about dolphins. So I predict that I will also learn some cool facts about dolphins.
6. Now that I have previewed all of the text features in this article, I am going to record information about each in the notes section on my worksheet.
7. I will use these notes to help me write a prediction about the content of this article. I will write my prediction on the second page of the worksheet below.
8. Please read my prediction.

Expository Reading

Title of expository selection: Secret Language of Dolphins

Strategy Focus: Good readers preview text features before reading an expository selection to predict what they will read about.

Text Features - Preview the article for the following text features. If you see any of the text features, jot down notes to show what you see beside the text feature. If the text feature is not included, just write "not included."

Text Feature	Notes
Heading	Cracking the Code Chatty Mammals Thinking Dolphin Language Lessons
Subheading	Not included
Photograph or illustration	Several pictures of dolphins
Caption	Dolphins can swim at a speed of 20 miles (32 kilometers) an hour Scientists are studying wild and captive dolphins to decipher their secret language Dolphins compete for dominance. Deciphering "dolphin speak" is tricky because their language is dependant on what they are doing.
Text box or side bar	Not included
Bold print	Not included
Italics	Not included
Map	Not included
Chart	Not included
Graph	Not included
Diagram	Not included

Prediction - After previewing the text features, write a prediction to show what you think you will read about in this article.

Based on the title of this article I predict that I will learn about how dolphins communicate with each other. Because the title says “*Secret* Language of Dolphins,” I predict that people are just learning about how dolphins communicate and that there is a lot of information that is still not known. I think that this article will describe what type of information scientists have learned because there is a heading titled “Cracking the Code.” In addition, I think I will learn that dolphins must make a lot of noise when they communicate or that they enjoy communicating with each other because there is a heading that says “*Chatty* Mammals.” When dolphins communicate, I predict that they have a purpose when they do because there is a heading “Thinking Dolphin” which makes me think that they must think about what they want to say. Finally, I think I will read about what we can learn from how dolphins communicate. I think this because it says “Language Lessons” and we can learn from lessons and when you communicate you use language. Some of the captions had interesting facts about what dolphins can do, so I think I will also read about what dolphins do or how they act.

Check how you did using the following rubric:

Level	Predicts Expository Content
4	Response includes all of the following: <ul style="list-style-type: none"> • Predicts the topic • Gives numerous or elaborated details about the topic • Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge)
3	Response includes all or most of the following: <ul style="list-style-type: none"> • Predicts the topic • Gives some details about the topic • Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge)
2	Response includes some of the following: <ul style="list-style-type: none"> • Predicts the topic • Gives details about the topic • Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge) Prediction may not be reasonable
1	Response does not make a prediction

Today we reviewed how we can use text features to help us make reasonable predictions.

Try these on your own!

1. Go to <http://kids.nationalgeographic.com/>
 - Click on Stories
 - Underneath Stories, select from any of the following choices:
 - Top Stories
 - Animals and Nature
 - People and Places
 - Science and Space
 - History
 - More Stories
 - Choose an article you are interested in reading
 - Use the text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.
2. Go to www.timeforkids.com
 - Click on Grades 4-6 or 2-3
 - Search past or current issues for an article that you are interested in reading.
 - Use text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.
3. Use any kids magazine that you have at home or can check out from the library.
 - Find a nonfiction article that you are interested in reading.
 - Use text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.

Check how well you did!

- Use the rubric at the bottom of the worksheet to evaluate your response.
- Read the article and see how close your prediction was to what you read in the article.