

READING: NONFICTION

FEATURES & STRUCTURES

described by Lester Laminack

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

GRADE 2

Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

Unpacking the Standard

Prior to second grade, students are expected to identify text features of nonfiction, describe the relationship between those features and the text in which they appear, and use various text features (e.g., title, author, illustrations, table of contents, glossary) to locate and describe key facts and information in a text. The second-grade standard extends the facility with a greater variety of text features (e.g. headings, index, captions) and expects students to now explain how these features contribute to and clarify text.

Considerations for Lessons and Assessment

In the second-grade video Lester Laminack demonstrates how to use a nonfiction read-aloud to review the expectations of Grades K-1. He also demonstrates how to preview a text to explore the presence and purpose of selected text features to make a plan for navigating the text.

GRADE 3

Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

Unpacking the Standard

In second grade students extend previous understandings to a greater variety of text features and explain how these features contribute to and clarify text. The third-grade standard refines these abilities and insights with an increase in the number and type of text features (e.g. maps, illustrations, charts) and expects students to apply their understandings to gain meaning through text features.

Considerations for Lessons and Assessment

In the third-grade video Lester provides examples of what students should be able to do with selected text features as they enter third grade and suggests ways to refresh students' insights. He demonstrates a variety of ways to review familiar text features and introduce unfamiliar ones. In addition, he shows how to develop understanding of the purpose of text features and how they facilitate the students' ability to gain meaning.

Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

Unpacking the Standard

In third grade students refine their abilities and insights with a greater number and type of text features (e.g. maps, illustrations, charts) and learn to apply their understandings to gain meaning through text features. The fourth-grade standard is worded exactly like the third-grade standard and is extending and refining students' facility with text features. The only change in fourth grade is an increase in the number and type of text features students are expected to use to gain meaning from nonfiction texts.

Considerations for Lessons and Assessment

In the fourth-grade video Lester demonstrates how to take inventory of the text features included in a book and explores how to unpack the purpose of each within the text where it appears. He shows how to check their knowledge of the types and functions of the text features included and demonstrates how to use those text features for students to take notes or organize information when they read.

GRADE 5

Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

Unpacking the Standard

In third and fourth grades students have refined their ability to apply understandings to gain meaning through a selection of text features. The fifth-grade standard extends this knowledge of text features to locate information in multiple print and digital sources, gain meaning from the text, or solve a problem.

Considerations for Lessons and Assessment

In the fifth-grade video Lester employs a variety of texts to demonstrate more text features and their function in the texts presented. He shows how teachers can introduce or review these features and explains how a less complex book could be used to build vocabulary and background that can enable students to generate more specific questions using more subject-specific vocabulary to narrow their searches in digital and multimedia resources.

ADDITIONAL RESOURCES

Laminack, L. (2019) *The Ultimate Read-aloud Resource* (2nd ed.). Scholastic.
 Laminack, L. (2019) *The Ultimate Read-aloud Collection Fiction/Nonfiction*. Scholastic.
 Partnership for Inquiry Learning (n.d.). <http://partnershipforinquirylearning.org>.

Children's literature featured in the videos:

Adler, D. A. (2003) *Heroes of the Revolution*. Scholastic.
 Carney, E. (2012) *Mummies*. Scholastic.
 Gibbons, G. (2004) *Mummies, Pyramids, and Pharaohs*. Scholastic.
 Gibbons, G. (2002) *Tell Me, Tree*. Scholastic.
 Rake, M. (2015) *Real-Life Monsters: Scaly, Slippery Creatures*. Scholastic.

Scott, J. (2012) *Wild Wetlands*. Scholastic.
 Simon, S. (2002) *Danger! Volcanoes*. Scholastic.
 Sobol, R. (2010) *The Life of Rice*. Scholastic.
 Swanson, D. (2001) *Burp! The most interesting book you'll ever read about eating*. Scholastic.
 Turner, P. S. (2009) *Prowling the Seas: Exploring the hidden world of ocean predators*. Scholastic.