Title: Text Feature Walks
Grade: Fourth
Length: Two Weeks

AASL Standard Skill: 3.1.2 Grade 5 Benchmark: Participate in discussions on fiction and nonfiction related to curriculum.

Rationale: Students will create meaning from the text by making predictions and setting a purpose for reading. Reading and understanding text features also helps students identify details that support the main idea of the text.

Description:
1. Before introducing the text feature walk, collaborate with grade level teachers about the content they are teaching in science and social studies. Also find out if they have taught text features. This activity also relates to the fourth grade Common Core Standard ELA-Literacy.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. It will be done after students have been taught text features.

2. Find nonfiction books that connect to that content.

3. Briefly review text features. Model how to do a text feature walk whole group with students. Explain this strategy is done prior to reading the text. Turn to a page with a text feature. Read it and study it. Think aloud your thoughts as you record your answers on the handout titled, "Text Feature Walk." Repeat if there is another text feature on the page. Finally, read the main text and think aloud how the text feature helped you understand the main text better.

4. At the next library meeting, briefly review the text feature walk strategy. Students will practice the text feature walk in groups. Divide students into four groups. Give each student the "Text Feature Walk" handout and each group a nonfiction book with text features. Students will complete the text feature walk for a predetermined section of the nonfiction book. Students work in groups to complete their handout. The handout will be copied front and back to accommodate multiple text features. After the text feature walk is completed, students read the text of the assigned section and discuss how the text feature walk helped them understand the main idea better.

Assessment: The librarian will assess the strategy by observing students' work on the handout and listening to students' comments in the discussion after reading the main text selection.

Text Feature Walk

Name _____

What is the **first** text feature? _____

What predictions, questions, or connections can you make from the text feature?

_____

_____

_____

_____

How will the text feature relate to the main idea of the text?

_____

_____

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What is the **next** text feature? _____

What predictions, questions, or connections can you make from the text feature?

_____

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_____

_____

How will the text feature relate to the main idea of the text?

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Works Cited

Kelley, Michelle J., and Nicki Clausen-Grace. "Guiding Students Through Expository Text with Text Feature Walks." *Reading Rockets,* http://www.readingrockets.org/article/guiding-students-through-expository-text-text-feature-walks. Accessed 27 Sept. 2017.