

Interactive Reading Informational Text Notebooks

Lesson 13: Nonfiction Text Features

Purpose: Recognize and identify nonfiction text features: glossary, index, table of contents, sidebar, headings and subheadings, font styles, maps, charts, diagrams, captions.

Technology/Resources:
all included

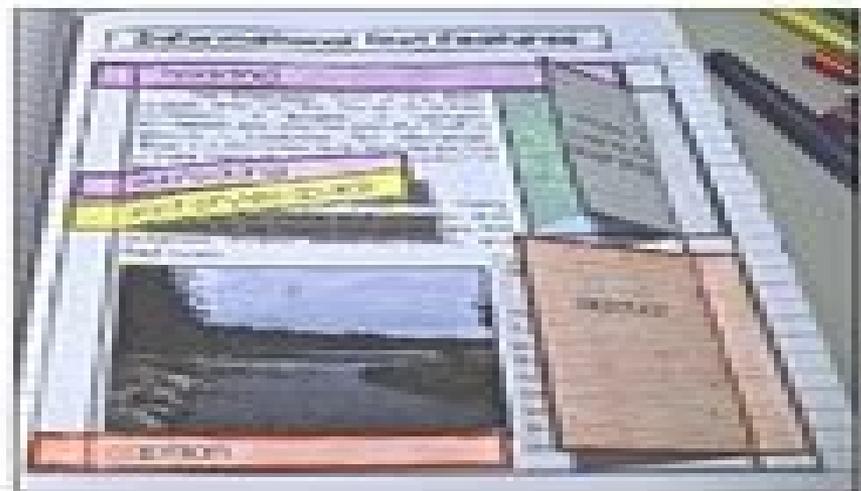
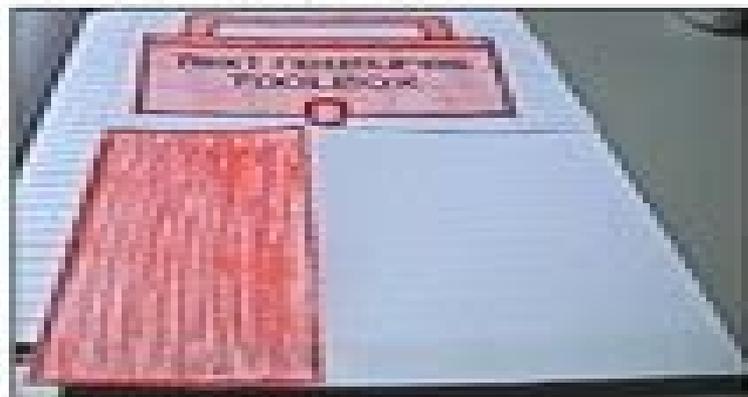
Procedures for Activity 1:

1. Start by coloring the labeled tabs and cutting out the pieces of the template as shown on the right.
2. Read and discuss the page.
3. Label each of the text features found on this page. To do this, fold back the tab as shown in the second photo on the right and place the glue on the tab only. Then, glue the tab to the gutter on the side as shown in the third photo on the right.



Procedures for Activity 2:

1. Here, students will create a Text Feature Toolbox and then put the tools (features) inside the toolbox. They'll actually be creating a pocket to put their cards in.
2. Start by coloring and cutting out the pieces as shown below.



Interactive Reading Notebooks Informational Text Lesson

Erin Cobb



Interactive Reading Notebooks Informational Text Lesson:

40 Strategies for Guiding Readers Through Informational Texts Barbara Moss, Virginia Loh-Hagan, 2016-05-23 Gaining the skills to critically read a wide variety of informational texts is more important than ever for today's K-12 students. This carefully crafted book offers 40 standards-based instructional activities that teachers can immediately put to use in the classroom. Clear rationales and step-by-step instructions are provided for implementing each strategy together with helpful classroom examples and suggested texts for different grade levels. In a large size format for easy photocopying, the book includes 44 reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. Prior edition title: *35 Strategies for Guiding Readers through Informational Texts*. New to This Edition: Now features more strategies including 16 that are completely new. Explicit links throughout to the Common Core State Standards (CCSS) and other current standards. Two additional strands of activities: Reading Closely and Discussion. Numerous new and revised reproducible tools, all downloadable.

Interactive Notetaking for Content-Area Literacy, Secondary Judith Goodman, 2018-05-01 Help secondary school students build content area literacy and increase retention through interactive notetaking. This resource provides creative strategies for notetaking to engage students in critical thinking and analysis across multiple subject areas.

Interactive Notetaking for Content-Area Literacy, Levels 3-5 Judith Goodman, 2018-05-01 Help students build content area literacy through interactive notetaking. This resource provides creative strategies for developing students' interactive notetaking skills across the content areas. Lessons focus on topics including partner work, vocabulary, comprehension, and summarizing to engage students in critical thinking and analysis. This grade range specific resource differentiates instruction to support the needs of students at each grade level. Aligned to standards, this essential classroom resource will allow students to practice effective learning strategies, increasing retention and achievement in mathematics, language arts, social studies, and science.

[Interactive Notetaking for Content-Area Literacy, Levels K-2](#) Judith Goodman, 2018-05-01 Help students build content area literacy through interactive notetaking. This resource provides creative strategies for developing students' interactive notetaking skills across the content areas. Lessons focus on topics including partner work, vocabulary, comprehension, and summarizing to engage students in critical thinking and analysis. This grade range specific resource differentiates instruction to support the needs of students at each grade level. Aligned to standards, this essential classroom resource will allow students to practice effective learning strategies, increasing retention and achievement in mathematics, language arts, social studies, and science.

Science the "write" Way Jodi Wheeler-Toppen, 2011 Writing skills are high on the list of real world requirements for all students, including science students. Every scientific discipline needs professionals who can ably communicate in writing. Scientists must be able to describe their proposed studies for funding considerations, track their observations and results in their own notes, describe their experimental protocols for their peers to replicate, and synthesize their work to the wider world community.

Interactive Reading Informational Text Notebook Grades 4-8 Erin Cobb,2013-12-28 **Connecting with the Text** Daniel Anthony Trujillo,2000 **Interactive Reading Informational Text Notebook Elementary Edition Grades 2-3** Cobb,2015-08-05 **Teaching for Comprehending and Fluency** Irene C. Fountas,Gay Su Pinnell,2006 A practical guide for teaching comprehension and fluency in the kindergarten through eighth grade classroom with instruction on reading levels writing about reading and interactive read aloud and literature study and contains a DVD with over 100 blackline masters forms and checklists Alberta Journal of Educational Research ,2001 **Educational Publication** North Carolina. Department of Public Instruction,1927 Educational Review ,1928 Vols 19 34 include Bibliography of education for 1899 1906 compiled by James I Wyer and others **Bring Learning Alive!** Teachers Curr,Bert Bower,Jim Lobdell,Sherry Owens,2005 **Educational Research Circular** ,1926 **Spotlight on Comprehension** Linda Hoyt,2005
Spotlight on Comprehensionpresents a tapestry of short highly practical essays loaded with ready to use strategies for teaching reading comprehension and assessing understanding Hoyt and an All Star ensemble of contributors including Ellin Keene Tony Stead Nell Duke Franki Sibberson Mike Opitz David and Yvonne Freeman Adria Klein Mary Lee Hahn and Gretchen Owocki cover the spectrum of comprehension instruction addressing topics like implementing the latest research on reading comprehension into your instruction improving children s comprehension strategies especially questioning inferring and summarizing helping emerging developing and second language readers improve their comprehension using writing to build readingcomprehension tackling a range of texts and genres across the curriculum including standardized tests building a robust vocabulary organizing instruction around guided reading the read aloud and independent reading Best yet Hoyt and her expert contributors include handy tools like checklists sample lesson plans book lists strategy lists assessment rubrics and learning extensions that will help you take their ideas and use them in your own classroom immediately Each chapter even includes Key Questions designed to stimulate personal reflection and support professional conversations or book study groups Read Spotlight on Comprehension in short segments or all at once by yourself or with friends and colleagues and gather a wealth of strategies for building a literacy of thoughtfulness which will empower your students to get the most meaning from the varied texts of our world *Educational Research Circular* University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1925 **SRA Open Court Reading** Marilyn Jager Adams,2002 Contains materials designed to aid students in understanding the stories and lessons in Level 6 of the SRA Open Court reading series Blackline masters in the decodable books allow students to apply their knowledge of phonics elements to read simple texts **Readers and Writers in Primary Grades** Martha Combs,2002 For reading writing and literacy in elementary school courses Readers and Writers in Primary Grades is organized around strategies that benefit teachers in their efforts to be responsive to the developmental literacy needs of young children Integrating theory and practice these strategies offer a balanced look at appropriate literacy activities for K 3 classrooms **Creating Inclusive Classrooms**

Spencer J. Salend, 2005 The fifth edition of *Creating Inclusive Classrooms Effective and Reflective Practices for All Students* goes beyond the typical inclusion text in its reflective discussions on how to teach students with varying learning abilities This text contains a of the core information that an inclusion text requires and then takes the reader to a higher level by including issues of gender race ethnicity language socioeconomic status and family structures Features of the fifth edition include Principles of effective inclusion as a framework for the text The following principles are integrated into each chapter and demonstrate that inclusion is not just a government mandate but a principled philosophy for reflective and effective teaching for all students all learners and equal access individual strengths and needs reflective practices and differentiated instruction and community and collaboration Classroom based examples and case studies of teachers implementing effective inclusive educational practices These examples and cases are integrated throughout the chapter narrative and with the CD ROM that accompanies the text *Inclusive Classrooms Video Cases on CD ROM* This new CD ROM provides access to living classroom examples of teaching and learning strategies for inclusion Each video case 4 cases depicts scenarios that clearly show the impact of inclusion on supporting students with challenging behaviors preschool classroom climate elementary assessment and planning middle and partial participation and cooperative learning secondary Using Technology to Promote Inclusion A new feature that uses a variety of formats to present issues strategies and resources for using technology to help students gain access to and succeed in inclusive classrooms The integration of CEC PRAXIS and INTASC professional standards Each chapter summary demonstrates where chapter content aligns with these standards Midland Schools ,1927

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