Using Graphic Features of Text to Find Information

Idaho Language Arts Standards	NWEA DesCartes Statements based on RIT Scores
3rd Grade Standard: 3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. (698.05.b) Content Limit: Item will address a graphic, table, diagram, parenthesis, italics, or bold print in a text passage. Only one concept may be assessed in an item. **4th Grade Standard:** 4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b) Content Limit: Item will address graphic features in a text passage (e.g., diagrams, maps, charts, illustrations). Only one concept may be assessed in an item.	**191-200 RIT Scores** **(3rd grade – Proficient 192; 4th grade – Proficient 198)** DesCartes>Strategies for Comprehending Text>Locating Information • Locates information in an informational schedule • Locates information in a simple index • Locates information found in a simple chart in informational text DesCartes>Expository Text> Author's Purpose, Types of Texts • Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of textbooks • Identifies the characteristics of weather reports DesCartes>Concepts of Print, Decoding & Vocabulary>Concepts of Print • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text • Identifies and uses structures of glossaries in informational text
5th Grade Standard: 5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b; 716.05.c) Content Limit: Item will address text features (e.g., formats, graphics, diagrams, illustration, charts, maps, and organization). Only one text feature may be assessed in an item. **6th Grade Standard:** 6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. (725.05.c) Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, graphs, illustrations, diagrams, timelines, or tables. Only one concept may be assessed in an item.	**201-210 RIT Scores** **(5th grade – Proficient 204; 6th grade - Proficient 208)** DesCartes>Strategies for Comprehending Text>Locating Information • Locates and interprets information in a schedule, index, or label • Locates information in a table of contents that uses Roman numerals DesCartes>Expository Text> Author's Purpose, Types of Texts • Identifies the characteristics of an encyclopedia • Identifies the characteristics of textbooks DesCartes>Concepts of Print, Decoding & Vocabulary>Concepts of Print • Identifies & uses structure of bibliographies in informational text • Describes how an index is organized • Identifies and uses structures of glossaries in informational text • Identifies features of charts in informational text
7th Grade Standard: 7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. (734.05.c) Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables. Only one concept may be assessed in an item. **8th Grade Standard:** 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables. Only one concept may be addressed in an item. **9th Grade Standard:** *No Skills Listed* **10th Grade Standard:** *No Skills Listed*	**211-220 RIT Scores** **(7th grade - Proficient 212; 8th grade - Proficient 214;** **9th grade – Proficient 217; 10th – Proficient 220)** DesCartes>Strategies for Comprehending Text>Locating Information • Locates and interprets information in a schedule, index, or label • Locates information in a glossary found in informational text • Locates information in a table of contents that uses Roman numerals DesCartes>Expository Text> Author's Purpose, Types of Texts • Identifies the characteristics of editorials • Identifies the characteristics of journals and other specialized periodicals • Classifies text as personal writing • Recognizes characteristics of advertisements DesCartes>Concepts of Print, Decoding & Vocabulary>Concepts of Print • Identifies the characteristics of directions • Identifies & uses structure of bibliographies in informational text • Describes how an index is organized • Understands text features of textbooks (author biography)

Using Graphic Features of Text to Find Information
Lesson: Textbook Scavenger Hunt

	Students:	Activity and Assessment:	Materials:

More Advanced		- Provide each student with a copy of the same textbook.
		- Activity can be done like a race/scavenger hunt or as an untimed activity.
		- Prepare specific questions ahead of time for which the information is available in the textbook.
		- Ask students questions such as the following and have them respond by finding the appropriate page/section/graphic in the text book.
		- Sample questions:
		  - (in reference to a specific timeline) Which happened first? ____ or ____?
		  - (in reference to a map) – Which city is further north? _____ or _____?
		  - (in reference to an illustration or photograph) – Who drew or took the picture?
		  - Find other diagrams, charts and tables in the book and ask simple questions about the content
		
		Optional: Ask students to give a definition or explain the purpose of each section or graphic that they find.
			- Copy of the same textbook for each student
			- Prepared questions specific to the chosen textbook

Mid-Level		- Provide each student with a textbook. They may all use copies of the same book (possibly at the beginning of a school year as a way to get familiar with a new textbook) or use a variety of different textbooks. If using different textbooks, you may have students switch books with each other 2-3 times during the activity.
		- Activity can be done like a race/scavenger hunt or as an untimed activity.
		- Ask students questions such as the following and have them respond by finding the appropriate page/section/graphic in the text book.
		- Sample questions:
		  - Where is the index?
		  - How many pages are in the index?
		  - Where is the glossary?
		  - How many chapters are listed in the table of contents?
		  - Where is a map?
		  - Where is a photograph?
		  - Where is an illustration?
		  - Where is a chart?
		  - Find the first page in a chapter. How do you know it's the first page of the chapter?
		  - Where is a timeline?
		  - Where is a diagram?
		
		- The same questions can be asked more than once. Encourage students to find a different example, if possible, each time.
		Optional: Ask students to give a definition or explain the purpose of each section or graphic that they find.
			- Textbook for each student

More Simple		- Same as above, but have all students using the same book. - For each section/graphic found, discuss its purpose in the text. - Optional: Have the students work in pairs	- Copy of the same textbook for each student

Notes:
- Each lesson can be used multiple times with the same students. Choose different reading material each time. This gives the students a chance to become comfortable with the format and the expectations so they can focus on the skill.

- Model, model, model, model!
    - **Demonstrate the skill in detail,** explaining your thinking process out loud, especially for struggling students.
    - Show the assignment page on an overhead projector. Read the article together. Pause and describe your thoughts as you look for the information needed to complete each part of the assignment.
    - The first time you give an assignment, complete at least the first half of it as a whole class. Give the students multiple chances to hear you explain how to use the skill before asking them to try it on their own.
    - Students may also benefit from being allowed to work together. Talking through the work may help them clarify their thinking and gives you a chance to listen in and better understand how much they are able to do.