

# Reading Toolkit: Grade 4 Objective 3.A.2.c

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 2. Use text features to facilitate understanding of literary texts

Objective c. Identify and explain how informational aids contribute to meaning

Assessment Limits:

Footnoted words and phrases

Footnoted words and phrases

Captions

Captions

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## Advanced/Gifted and Talented Reading Grade 4 Objective 3.A.2.c

### Other Objectives Addressed

- a. Identify and explain how organizational aids contribute to meaning
- b. Identify and explain how graphic aids contribute to meaning

### Instructional Task

The students will use text features to create narratives that facilitate younger students' understanding of literary texts. The narratives will be given to a third grade teacher for use when the third grade students are studying realistic fiction, tall tales, legends, fables, fairy tales, or biographies. The teacher may vary this task by using student-generated narratives that are being edited for sharing with the third grade classes. When using student work, have each student edit a peer's text (authentic product).

### Development of Task

1. Using the chart below, the teacher will review the three categories of text features and have students discuss how each text feature facilitates understanding of text (Objectives a - c). The teacher will use this activity to identify which text features, if any, may require direct teaching before proceeding with the task (curriculum compacting)

Categories	Text Features	This text feature aids understanding of the text by:
Organizational Aids	Titles Chapter titles Subtitles Subheads	
Graphic Aids	Punctuation Illustrations Pictures Print features	
Informational Aids	Footnotes Captions Biographical information Photographs Introductions	

1. The teacher will provide students with a choice of three narratives of different genres (realistic fiction, tall tales, legends, fables, fairy tales, or biographies) written at appropriate levels of complexity which have had all text features removed other than punctuation (choice).
2. After students have read the narratives without text features, students will decide which text features best facilitate the understanding of their particular narratives (analysis). Students may work individually or in pairs to recreate narratives using text features from all three categories: organizational, graphic, and informational (synthesis).
3. Students will present their work to the larger group, explaining which text features they used, giving the reasons why they chose each feature, and explaining how each feature

added to the understanding of the text. Students should also explain why they decided not to use a particular text feature and relate this decision to the characteristics of the genre. The whole group should then judge if the narrative is understandable to the third grade students or if further text features should be added (evaluation).

4. If possible, the teacher should get feedback from the third grade students about how the text features did or did not facilitate their understanding of the texts.

## Lesson Seeds

### Reading Grade 4 Objective 3.A.2.c

#### Activities

After teaching the form and organization of footnotes, the teacher will provide students with a literary text where footnoted words and phrases are underlined but actual footnotes have been removed. Students will read the text and then discuss the meaning of the text with their teacher who will record students' observations. Next, footnotes will be provided for the underlined words and phrases. Students will reread the text and, again, discuss the meaning of the text with their teacher who, again, will record students' observations. Students and teachers will compare both observations and discuss how the information provided by the footnotes enhanced their understanding of the text.

Prior to reading, the teacher will provide students with biographical information about the author. Next students will read a text written by that author. After reading the text, students will determine if any part of the author's life is evident in the text. The teacher will list student ideas. Students will select an idea from the list and explain the connection between the biography and the text.

The teacher will provide students with examples of literary text which contains captioned illustrations. Students will read the text and discuss how the captioned illustrations work with the text. Do the captions repeat information already in the text? Do the captions provide additional and necessary information? Do the captions provide additional but unnecessary information? The teacher will record student responses categorizing them as the discussion continues. To extend this activity, student may then suggest additional captioned illustrations that might assist their understanding of the text or removal of those that do not enhance a student's comprehension. Another extension could involve placing the captioned illustrations in an order that addresses their degree of assistance to a reader.

Students will read introductions to a variety of literary texts. Students and teacher will discuss in general terms why an author might choose to include an introduction as part of a literary work. The teacher will place students in small groups where each group is assigned the same literary text. Students will read the text, and in small groups, determine the purpose of the introduction. The possible purposes include interest engagement, foreshadowing, quotations, point of view, rhetorical questioning, or statement of opinion. Students will then discuss how reading an introduction and determining its purpose can become a pre-reading strategy.

## Clarification

### Reading Grade 4 Indicator 3.A.2

To show proficiency of the skills included with this indicator, a reader will demonstrate knowledge of the **text features of a literary text** which are the elements by which a literary text is organized. Identification of each feature and its relationship to all other features assists a reader in comprehension of an entire text. As complexity of a text increases, a reader advances from identification to explanation and analysis of the features. Considering how all these features work together helps a reader to understand and evaluate a text.

To **identify, explain, and analyze how organizational aids contribute to meaning** of a literary text, a reader must first locate the title of the literary text and consider any information that a title might give about the content of a text. That information can help a reader predict the focus of the selection. After reading a whole text, a reader can return to the title to determine its role in the meaning of the text. For example, a title might relay or enhance information about any narrative element: character, setting, story events or theme.

In addition, a reader can **locate and consider the chapter titles**. They can define in smaller segments the character development or story events within that section. Subtitles or subheadings break the narrative elements into even smaller sections.

**Graphic text features** include pictures, illustrations, punctuation, and print features. Organizational text features include the title of the work, chapter titles, subtitles, and subheadings. Informational aids include footnoted words and passages, biographical information about the author, introductions, and photographs. These features assist a reader when constructing meaning of an entire text by providing an informal outline. A critical reader uses these aids to enhance understanding of an entire text by judging their relevance to the work.

To **identify and explain how graphic aids contribute to meaning**, a reader must locate these text features within a text. Pictures and illustrations extend a reader's comprehension by providing a visual that enhances a reader's understanding of a text. Punctuation can be a clue to tone, mood, or author's style. Print features such as font type or font color serve as signals that changes are occurring, conversation or interior monologue is beginning, or simply that this text is important.

To **identify and explain how informational aids contribute to meaning**, a reader needs to focus on the location of these features within a literary text. Each of these informational aids provides scaffolding for a reader to fully comprehend a literary passage:

- Footnoted words and phrases offer a reader more detailed information about terminology.
- Captions for pictures and illustrations emphasize information stated in the text or provide additional information that is not always contained within the body of a text.
- Biographical information about the author gives interesting or relevant details about the author's life and can, at times, offer reasons for the author's purpose in writing about a particular subject or event.
- Introductions to literary pieces help a reader make predictions about content or create a basis for fully understanding a text.
- Photographs of people and places aid a reader in visualizing as he/she reads.