

# Reading Toolkit: Grade 8 Objective 2.A.2.b

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 2. Analyze text features to facilitate and extend understanding of informational texts

Objective b. Analyze graphic aids that contribute to meaning

Assessment Limits:

All features of graphic aids that contribute to meaning

All features of graphic aids that contribute to meaning

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## Lesson Seeds

### Reading Grade 8 Objective 2.A.2.b

#### Activities

- The teacher should engage students in a gallery walk where each stop features a graphic aid such as illustrations and pictures, photographs, drawings, cartoons, etc. shown within its text. The teacher will discuss with students the reason for the graphic aid and its contribution to the comprehension of the text. Once the gallery walk is complete, students should use consumable informational texts and create their own gallery walk where each stop may feature multiple graphic aids. Students must provide reasons for the inclusion of the graphic aid/s and address its contribution to comprehension of the text.
- The teacher will present students with an informational text with multiple and varied graphic aids such as maps, graphs, charts, and tables, etc. In a class discussion, the teacher will record student ideas about each graphic aid listing on the board or overhead the information students receive from each aid until all aids have been addressed. In a teacher-led discussion, students will draw conclusions about the content of the text based only upon the graphic aids. Next, students will read the text to determine if their conclusions were correct and indicate how the graphic aids assisted or conflicted with their comprehension of the text.
- The teacher should place students in small groups and provide each group with a folder containing multiple copies of the same informational text containing multiple and varied graphic aids such as sketches, diagrams, etc. Each group will receive a copy of the text. Students should read the text, list the graphic aids, determine what information the aid provides, and record a reason for the graphic aid's presence in the text. Next, group members should list the graphic aids from highest to lowest according to their level of effectiveness in helping a reader comprehend the text. Finally each group will share their findings with the remainder of the class.
- Students should read an informational text with multiple and varied graphic aids. On a double-entry chart students should record information about the topic of the text that is derived from the graphic aids. Next students should list information about the topic that comes from reading the text. Students should compare the two sets of information highlighting the information that was found in both the text and the graphic aids. In a class discussion students should share the information found only in the graphic aids and explain how it increased or decreased from the understanding of the text.

## Clarification

### Reading Grade 8 Indicator 2.A.2

To show proficiency of the skills stated in this indicator, a reader will be able to **identify, use, and analyze text features**. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increases, these features lead readers first to make predictions about the text and later to draw conclusions from the text.

In order to gain full comprehension of a text, a reader should **use print features and analyze text features**. A reader should take note of the use of bold or italic type, font type and size, colored type, underlining, and quotation marks, which allow insight into the relative importance and organization of a text. These varied uses of print features focus a reader's attention on specific aspects of text and help a reader gauge the importance of ideas and their relationship to each other.

Effective **use and analysis of graphic aids** is necessary to comprehend informational text. When using graphic aids, a reader should be able to identify the information the aid provides and determine a purpose for its use. Photographs and illustrations with or without captions deliver a quick insight into the content of a text. Cartoons relay an author's attitude and can, with minimum text, serve as a persuasive device. Maps, graphs, diagrams, and tables deliver much information from minimal text. Combining the information a graphic provides with effective use of print features enhances a reader's comprehension of a total text. This, in turn, allows a reader to draw conclusions about the importance of the information.

**Using and analyzing informational aids** is a vital component in text comprehension. A preview of text helps a reader prepare for accessing information. Timelines, glossed words (words defined within the text), bulleted lists, and pronunciation keys throughout the text assist a reader in securing specialized information that will increase comprehension. Recognition of transitional words helps a reader follow a sequence of events or development of an idea, argument, or persuasion. Footnotes and works cited establish a source from which a student can judge the reliability of a text. Analyzing informational aids in combination with print and graphic aids supports the comprehension of a text.

When a reader **uses and analyzes the organizational aids** in a text, he or she focuses on a general outline of information that contributes to meaning. Tables of contents set the order in which information is presented while titles, subtitles, headings, and subheadings within a chapter or section establish a sequence or degree of importance of that information. These aids along with other standard features such as glossaries and indices help a reader develop understanding of a text.

To **use and analyze online information**, a reader needs to use and analyze online features effectively. Once a reader knows the location and use of the URL, he or she can access additional sources of information through hypertext links or drop down menus. Knowing how these features work allows a reader to maneuver through a website to read with purpose and gather information.

#### URL

Uniform Resource Locator is the address of the website.

#### Home Page

This page is the first one in a website.

### Hypertext Links

Highlighted or underlined text will take a user to another website which has related information. A link to another website is indicated when the cursor moves over highlighted or underlined text and the cursor changes to a hand with a pointed finger. Left clicking the cursor allows a user to access that website.

### Drop Down Menu

These menus and lists are signaled by inverted pyramids. When the inverted pyramid is clicked on, a series of other sources appears.

### Sidebar

Information, such as site maps, lists, or explanations of the site, are set off in boxed text.

Locating the sponsor of a website combined with focused reading helps a reader judge the reliability of a source. Using certain elements of print, graphic, and organizational aids, a reader can make judgments about online text and construct meaning from it.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will also increase. Experienced readers will be able to identify, explain, and analyze how all text features can support the main idea of a text. Readers will understand how these features contribute to and complement each other to help a reader construct meaning of an entire text.