**?**

**W2K**

.

**Predict** what you will

learn when you read.

of text features.

**Analyze** how

information is

**Recognize** the

**Lesson Goals**

**Read** an informational text to explore how information is organized.

**Lesson Question**

**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

|  |  |
| --- | --- |
| predict | to state what will happen based on |
| caption | information a picture that describes it |
| text features | organizational and aids that are built into the text to make reading easier |
| glossary | the part of a text that appears at the end of the book andthat defines words introduced in the text |
| table of contents | part of a book that provides the structure of a text to givereaders the scope and of ideas |


### Keeping the Community Safe

Why he might be wearing that mask:

* breathing problem
* contagious disease
* doctor helping sick patients

He’s wearing a mask for —either his own safety or the safety of those around him.

**Slide**

logical units.

and subheadings, which divide parts of a book into

•

* charts and graphs, which organize and sort information.

the images.

, or text that appears underneath images that describes

•

* images, or visual aids that support the text.

Text features are and graphic aids that are built into the text

to make reading easier. They include:

**Text Features**

**2**

to the text.

* A caption usually makes a

helps a reader understand what is in the picture or

A

photo.

•

* An image helps a reader understand what something looks like.

describing what is in a picture, graph, or image.

A caption is a brief

**Images and Captions**

**Slide**

and show relationships.

* Graphs can also be used to identify

between sets of information.

* A graph makes

and summarize

The purpose of a chart or graph is to information.

•

**Charts and Graphs**

### Headings and Subheadings

A Killer Strikes!

A girl and her mother die of the flu, and experts are called in to find out why.

*–When Birds Get Flu and Cows Go Mad!,*

*John DiCosiglio*

* Headings point out .
* Subheadings give additional information about the heading.

*Underline the subheading in the passage.*

**4**

**6**

**9**

* includes the page numbers.

information.

* helps readers find
* tells the order of information in the text.

of the content.

* gives readers an

The **table of contents** is the part of a book that provides the structure of a text that:

what it’s

**Table of Contents**

There are a number of parts of a book that help the reader about.

**Slide**

a specific chapter to answer a

question

To build background

knowledge

To

**Different**

**ways to use a**

what will be covered in the

book

To see how

chapters are

To

**Using a Table of Contents**

### Reading a Book Sequentially and Skimming

When you read sequentially, you read

**to**

**9**

**11**

the book in from the first chapter to the last.

#### When to read sequentially:

* When looking for information about a topic

When you , you use the

table of contents to skip to certain pages or chapters about a specific topic.

#### When to skim:

* When researching or looking at a certain topic
* When you have a

question you want to answer

**Slide**

clues.

•

* sidebars with definitions.

of definitions of important words found at the end of

a

the book.

•

Ways to introduce words that are likely to be unfamiliar include:

* a vocabulary, or “words to know,” section at the beginning of a text.

vocabulary that is

**Introducing Vocabulary Words**

Science texts often have their own jargon, or specific to the subject.

**2**

look for new vocabulary as they read.

readers to

* it
* it introduces readers to

words

necessary to understand what they will read.

* it presents an opportunity to

new words.

**Previewing Vocabulary Words**

Previewing vocabulary words before reading a text is useful because:

What’s the Word?

Disease fighters have their own way of speaking. Find out what their vocabulary means.

*–When Birds Get Flu and Cows Go Mad!,*

*John DiCosiglio*

**Slide**

* It is meant to be used while reading.
* It is organized alphabetically.

words to be defined.

* The author selects

of the book and

A glossary is the part of a text that appears at the defines vocabulary words introduced in the text.

**Vocabulary Glossary**

**4**

* Gives the

of the word

* Provides the part of speech of the word
* Provides the pronunciation of the word

*Underline the words that represent part of speech in the sample glossary.*

Is similar in format to

a

•

**Format of a Glossary**

**A**

**AIDS** (aydz) *noun* a disease that causes the human immune system to break down and lower resistance to deadly diseases. It’s short for *acquired immune deficiency syndrome*.

**antiviral** (AN-tih-vye-ral) adjective capable of destroying or weakening a virus

*–When Birds Get Flu and Cows Go Mad!,*

John DiCosiglio

# Summary

**Lesson Question**

**?**

## Making Communities Safer: Text Features and Organization in an Informational Text

How does the organization of a text influence the reader?

**Lesson Question**

**Answer**

*Use this space to write any questions or thoughts about this lesson.*