
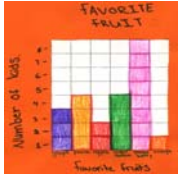
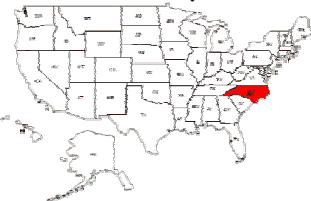


**Lesson: Previews text and uses knowledge of text structure to predict the content of a selection (expository)**

**Fourth Grade Objective:** 2.0262 enrichment

**Lesson**

1. In expository, or nonfiction, selections authors often use text features to organize information. For example, headings, subheadings, bold print, italics, photographs, captions, text boxes, maps, charts, and graphs are all text features that can be found in expository selections. These text features help the reader better understand the text. Headings and subheadings help the reader know what type of information they will be reading about. Bold print is often used to show important vocabulary. Italics can be used to emphasize an important point. Photographs and captions help show examples of the content of the text. Maps, charts, and graphs can be used to show important locations and data. Text boxes can be used to highlight interesting facts or give the reader a side note about the topic. Look at the example below to see what these text features may look like in a nonfiction selection.

<h1>Title</h1>	<h2>Photograph</h2>
<h2>Heading</h2>	
----- ----- -----	<p>Caption ----- -----</p>
<b>-----bold print-----</b>	<div style="border: 1px solid black; padding: 5px; text-align: center;"><p><b>Text box</b></p><p>Interesting facts or side notes about the topic</p></div>
<h2>Subheading</h2>	<h2>graph</h2>
----- -----	
<i>-----italics-----</i>	<h2>Map</h2> 
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Good readers preview these text features before they begin to read a nonfiction selection. By previewing these text features, good readers are able to make a logical prediction about what they will read about. This is important because if you take the time to predict what you will read about before you begin to read, you will be more engaged in the text and better understand what you are reading about.

3. Let's do an example together. First we need to get the article. You will need access to the internet. Once you have accessed the internet, do the following:
  1. Go to <http://go.grolier.com/>
  2. Click on "The New Book of Knowledge"
  3. Click on Subject Browse
  4. Click on Geography: Lands and People
  5. Click on Wetlands
4. I am going to write a "think aloud" to show you what I think about before I begin reading this nonfiction selection.
5. The title of the article is "Wetlands." This lets me know the topic I will be reading about. As I preview through the article I notice two headings and three subheadings. The first heading I see is "Types of Wetlands." This lets me know that I will be reading about different types of wetlands. Underneath this heading are the following subheadings: Swamps, Bogs, and Marshes. I predict that these are all types of wetlands and that I will read a description of these types of wetlands. The last heading I see is "The Importance of Wetlands." I predict that in this section I will learn why wetlands are important. I also see 3 photographs and when I click on the photographs it pulls up a bigger picture with a caption. After viewing these photographs and captions I can elaborate on what type of information I think the text will give to explain why wetlands are important. The middle pictures shows wetlands with birds and the caption says that the plants and animals that live in this environment live in a delicate balance. I predict that wetlands are important because they are the habitat of many different types of animals and plants. Because the caption says they live in a delicate balance, I predict that any changes to their environment might harm them. Because one of the pictures is of people touring the wetlands, I may read about the importance of knowing the benefits of wetlands so that they can be preserved. So maybe this section also describes the role that people may play in harming and helping the wetlands. The last type of text feature I see is bold print. The following words are in bold print: shallow water, deep water, saltwater, hummocks, sphagnum, peat, and emergents. Because all of these words are under the heading "Types of Wetlands," I predict that these words are used to describe the different types of wetlands or what type of plants may grow in these wetlands.
6. Now that I have previewed all of the text features in this article, I am going to record information about each in the notes section on my worksheet.
7. I will use these notes to help me write a prediction about the content of this article. I will write my prediction on the second page of the worksheet below.
8. Please read my prediction.

## Expository Reading

Title of expository selection: Wetlands

**Strategy Focus:** Good readers preview text features before reading an expository selection to predict what they will read about.

**Text Features** - Preview the article for the following text features. If you see any of the text features, jot down notes to show what you see beside the text feature. If the text feature is not included, just write "not included."

Text Feature	Notes
Heading	Types of Wetlands The Importance of Wetlands
Subheading	Swamps Bogs Marshes
Photograph or illustration	Tourists viewing wetlands Photograph of birds in wetlands Photograph of a pelican
Caption	Tourists view the Florida Everglades from an airboat. The plants and animals that inhabit a particular environment, such as this wetland, live in a delicate balance. Ecology is the study of their interrelationships The pelican uses the large skin pouch attached to the bottom of its bill to scoop fish from the water
Text box or side bar	Not included
Bold print	shallow water, deep water, salt water, hummocks sphagnum, peat emergents
Italics	Not included
Map	Not included
Chart	Not included
Graph	Not included
Diagram	Not included

**Prediction** – After previewing the text features, write a prediction to show what you think you will read about in this article.

Based on the title of this article I predict that I will learn about wetlands. I think I will learn about three different types of wetlands because there is a heading that says “Types of Wetlands” and three subheadings titled “Swamps,” “Bogs,” and “Marshes.” I think the water in swamps can be shallow, deep, or salt water because these words are all written in bold print. That makes me think that they are important words to describe the swamp. Under the subheading “Bogs” I see the words sphagnum and peat in bold print. When I read around the word sphagnum, I saw that it is a type of spongy moss. So I predict that bogs have spongy moss. When I read around the word peat, it said that peat is a brown, spongy material so I predict this might be what the bog is made up of. In the subheading marshes, I see the word emergents written in bold print. After reading around the word, I discovered that they are soft-stemmed plants, so perhaps there are many soft-stemmed plants in marshes. The last heading is “The Importance of Wetlands.” I predict I will read why it is important to keep wetlands safe. I made this prediction by looking at the photographs and captions as well. The picture of the people touring the wetland makes me think that people are trying to learn more about this environment to learn how to protect it. The picture of the birds in the wetland says that the plants and animals live in a delicate balance, so I think that the wetlands are an important habitat to these animals and plants.

**Check how you did using the following rubric:**

Level	Predicts Expository Content
4	<p>Response includes all of the following:</p> <ul style="list-style-type: none"> <li>• Predicts the topic</li> <li>• Gives <b>numerous or elaborated</b> details about the topic</li> <li>• Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge)</li> </ul>
3	<p>Response includes <b>all or most</b> of the following:</p> <ul style="list-style-type: none"> <li>• Predicts the topic</li> <li>• Gives some details about the topic</li> <li>• Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge)</li> </ul>
2	<p>Response includes <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>• Predicts the topic</li> <li>• Gives details about the topic</li> <li>• Explains on what the prediction is based (e.g., text headings, key vocabulary, prior knowledge)</li> </ul> <p>Prediction may not be reasonable</p>
1	<p>Response does not make a prediction</p>

Today we reviewed how we can use text features to help us make reasonable predictions.

**Try these on your own!**

1. Go to <http://go.grolier.com/>
  - Click on “The New Book of Knowledge”
  - Click on Subject Browse
  - Choose any subject of interest to you and select an article to preview.
  - Use the text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.
2. Go to [www.timeforkids.com](http://www.timeforkids.com)
  - Click on Grades 4-6
  - Search past or current issues for an article that you are interested in reading.
  - Use text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.
3. Use any kids magazine that you have at home or can check out from the library.
  - Find a nonfiction article that you are interested in reading.
  - Use text features to make a prediction about what you will read about. Use the worksheet that we practiced with to help you organize your ideas and then write a prediction.

**Check how well you did!**

- Use the rubric at the bottom of the worksheet to evaluate your response.
- Read the article. See how close your prediction was to what you read in the article.

