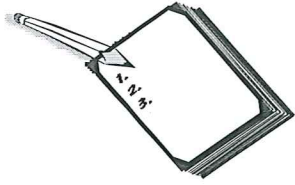


TEXT FEATURES

TEXT FEATURES	DESCRIPTION
Unit title	Reviewing the unit titles can be helpful in giving the “big picture” of the topic.
Heading or section	These bold descriptors help students “chunk” or group information and provide a predictor for what will be read. (Encourage students to make questions out of their headings to provide purpose for their reading).
Subheading	These can help students identify sections that provide additional details and supporting information. Students should be taught to look at how the subheadings under a particular heading or section can help them identify important supplementary material and key details in support of the main concepts.
Special type formats	Authors often use italics and bold-faced type to highlight important terms or concepts or to show that definitions can be found in the glossary.
Charts and graphs	Authors use charts and graphs to illustrate specific points or to present information contained in the text in a visual format that is more easily understood by readers. (Encourage students to pay attention to them and to summarize what they portray).
Pictures	Pictures help readers visualize the text. Helping students determine the purpose of the picture can be beneficial—they see its value in illustrating concepts or statements presented in the text.
Maps and time lines	These can be helpful organizational tools. Maps and time lines help extend meaning and summarize the text for students. Teachers should model how to use the maps and time lines in the assigned reading.
Table of contents	The table of contents generally lists part, chapter, and unit and section titles; students can see how it summarizes the major concepts and ideas to be covered in the course.
Glossary	Glossaries are often underused by students but can be helpful in increasing their vocabulary or summarizing key terms and concepts. In regard to course content, a glossary’s content-specific definitions are usually more complete and appropriate than the general definitions found in dictionaries.
Appendix	An appendix provides additional information and support materials that may be referenced in various parts of the text.
Index	The index is an alphabetical listing of subjects, people, places, (and sometimes events) covered in the text. Students may find it helpful in locating support information or information related to main or subtopics.

You can help your students take advantage of the clues in various text features by doing a “talk aloud” in which you describe the different parts of the text and their purposes. You may want to provide your students an advance list of words you will be discussing. Students may take notes about each part as you “talk your way through the book.”



SEARCH & FIND

How many examples of these text features can you find in your textbook? How do they aid comprehension?

Team Members:

Heading	
Subheading	
Special type formats (bold, italics, etc.)	
Labeled pictures or diagrams	
Charts and graphs	
Photographs	
Table of Contents	
Glossary	
Index	
Appendix	
Maps	
Other	

THIEVES PRACTICE

T From the title, predict what the text is about.

H Look at all headings (and the table of contents) and then turn two of them into important questions that you think the text will answer (Why...? How...?).

I Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer).

E Write down everything you know about the topic. Use the back of this paper, if necessary. Circle any of your notes you would like to know more about, or write a question about them.

V List three important visuals found in the text and predict how they will help you understand the text.

E Guess the answers for the end-of-chapter questions, read any summaries, and write down every boldface or italicized word.

S So what? Why do you think the author wrote this text? What does its structure tell you?

THIEVES PRACTICE

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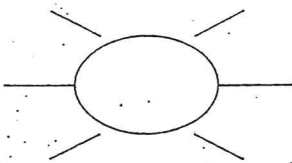
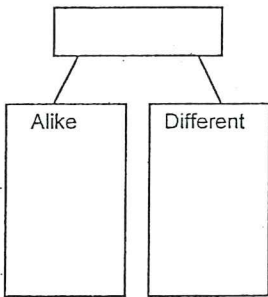
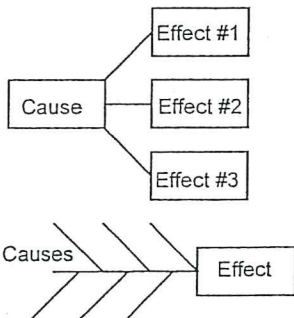
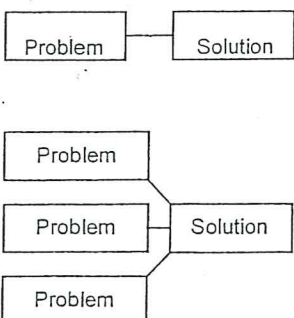
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S So what? Why do you think the author wrote this text? What does its structure tell you?

Text Structures

Pattern	Description	Cue Words	Graphic Organizer	Sample Passage
Description	The author describes a topic by listing characteristics, features, and examples	For example Characteristics are		The Olympic symbol consists of five interlocking rings. The rings represent the five continents—Africa, Asia, Europe, North America—from which athletes come to compete in the games. The rings are colored black, blue, green, red, and yellow. At least one of those colors is found in the flag of every country sending athletes to compete in the Olympic games.
Sequence	The author lists items or events in numerical or chronological order	First, second, third Next Then finally	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. It was the festival that became the Olympic games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II, and they will most likely continue for many years to come.
Comparison	The author explains how two or more things are alike and/or how they are different	Different In contrast Alike Same as On the other hand		The modern Olympics is very unlike the ancient Olympic games, individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism and professionalism in their Olympics, too.
Cause and Effect	The author lists one or more causes and the resulting effect of effects	Reasons why If...then As a result Therefore Because		There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.
Problem and Solution	The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format in which the author poses a question and then answers it.	Problem is... Dilemma is... Puzzle is... Solved Question... answer		One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in Los Angeles area were also used. The Coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living areas.

DESCRIPTION

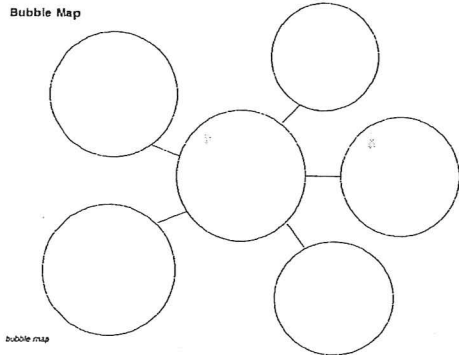
The author describes a topic by listing characteristics, features, and examples.

Signal Words:

- For example
- For instance
- Specifically
- Characteristics are
- Such as
- Looks like
- In addition

Graphic Organizer:

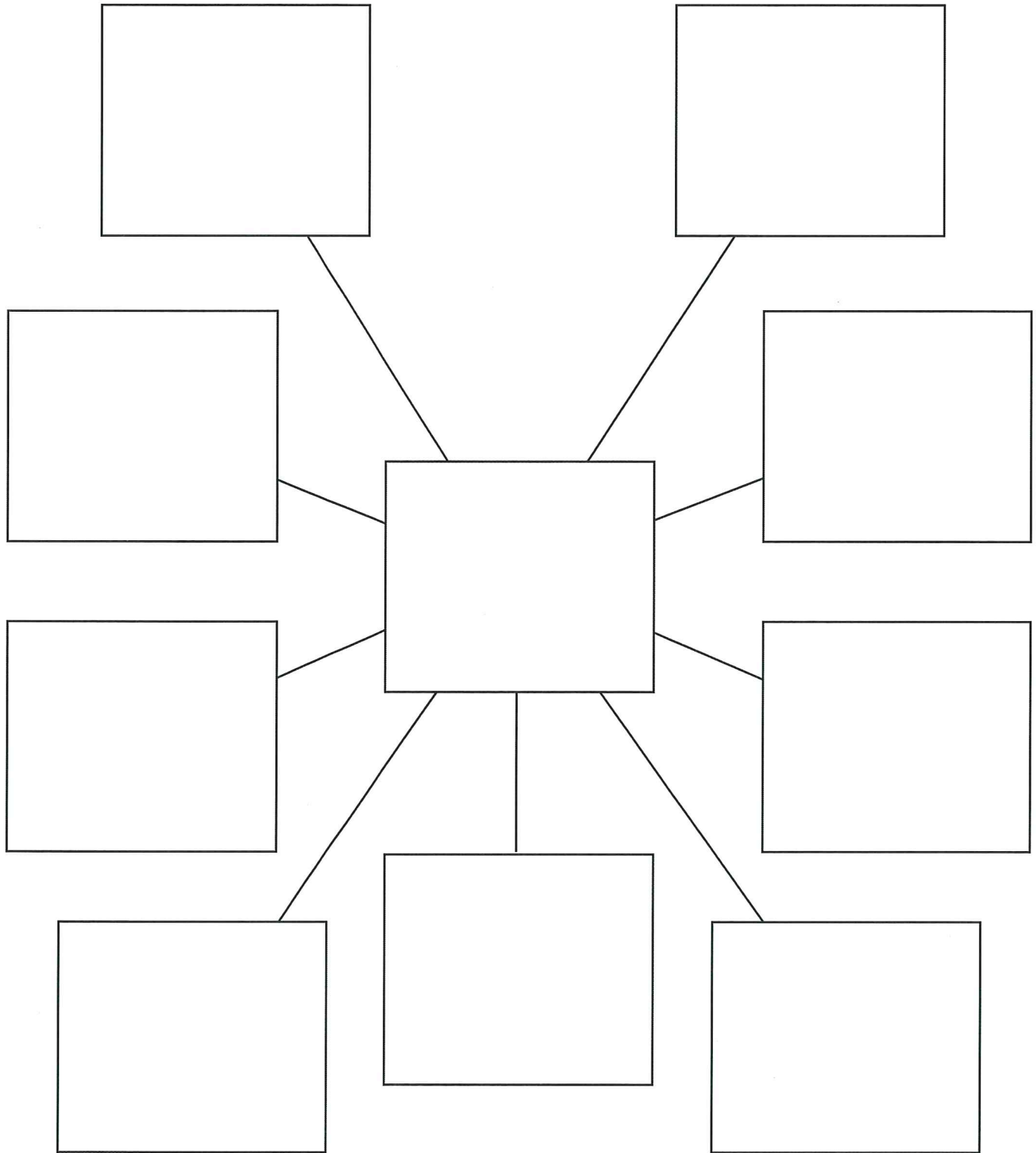
Bubble Map



Summary Frame Questions

1. What specific person, place, thing, event, or concept is being described?
2. What are the most important attributes or characteristics?

Web Chart



SEQUENCE

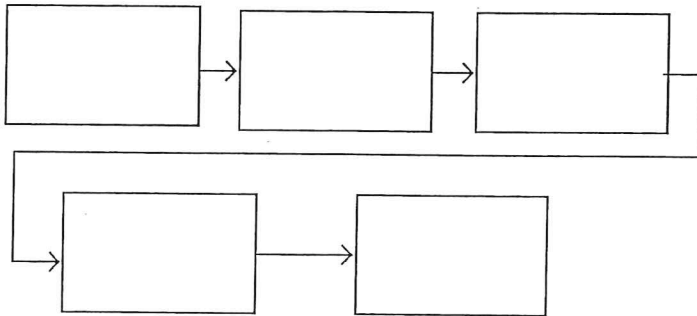
The author lists items or events in numerical or chronological order.

Signal Words:

- First, second, third
- Next
- Then
- Finally

Graphic Organizer:

Flow Chart Model



Summary Frame Questions

1. What sequence of events is being described?
2. What are the major incidents that occur?
3. How is the sequence or cycle revealed in the text?

Series of Events Chain

Initiating Event



Event 2



Event 3

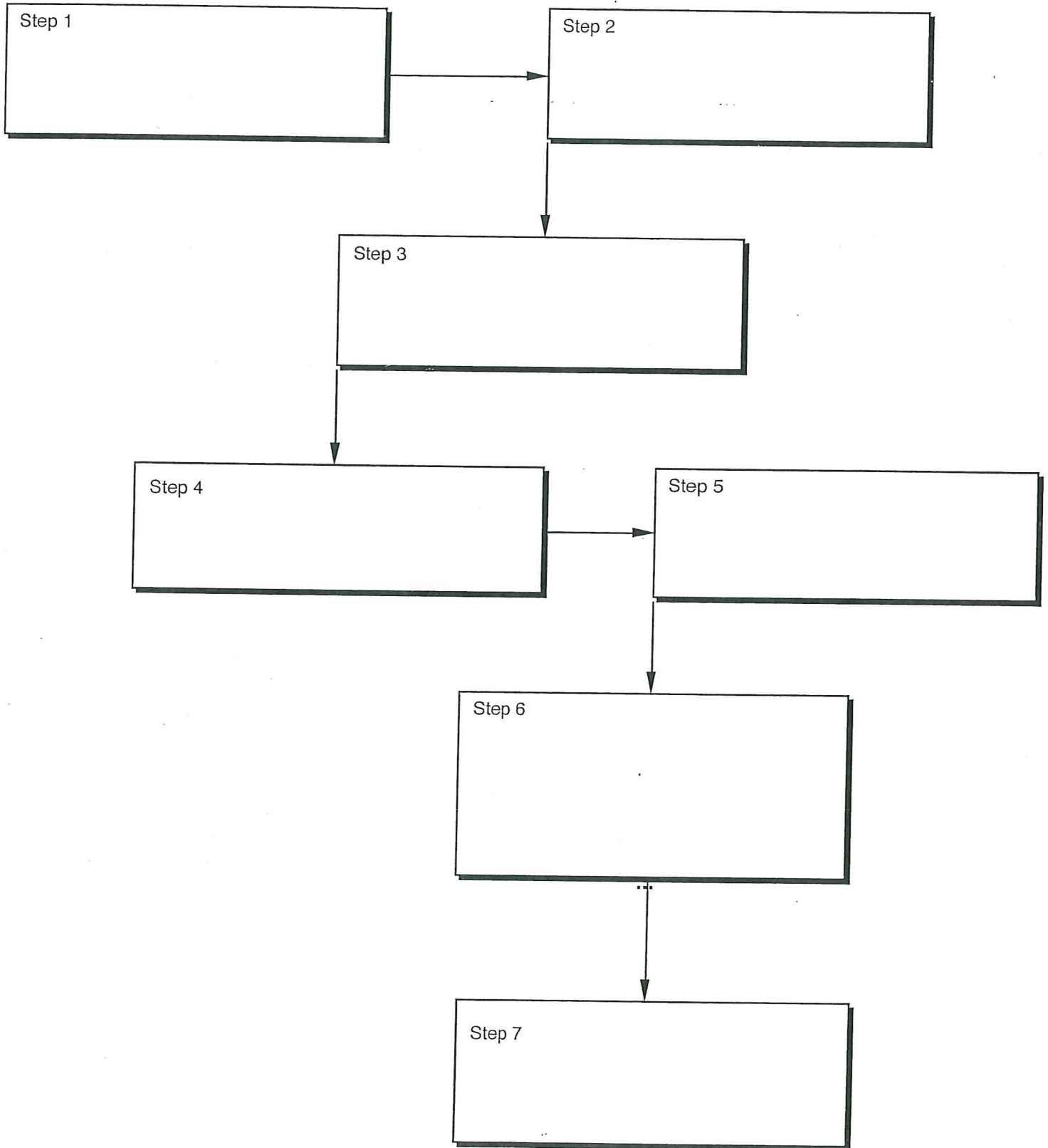


Event 4



Final Outcome

Sequence Pattern



COMPARE AND CONTRAST

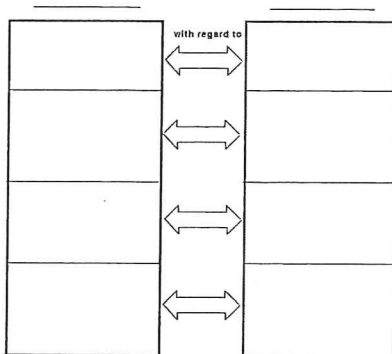
The author explains how two or more things are alike and/or how they are different.

Signal Words:

- Different
- In contrast
- Alike
- Same as
- On the other hand
- Both
- Either-or
- However
- By contrast

Graphic Organizer:

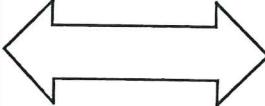
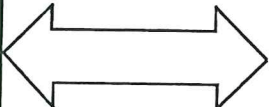
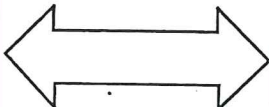
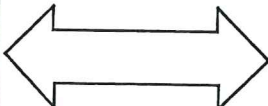
Compare and Contrast



Summary Frame Questions

1. What items are being compared?
2. What is it about them that is being compared?
3. What characteristics of items form the basis of the comparison?
4. What characteristics do they have in common; how are these items alike?
5. In what way are these items different?

Compare and Contrast

	with regard to	
		
		
		
		

Indicate which items are similar and which are different.

Compare and Contrast Chart Graphic Organizer

Item #1 _____

Item #2 _____



How are they alike?

Four horizontal lines for writing.



How are they different?



Eleven horizontal lines for writing.

Eleven horizontal lines for writing.

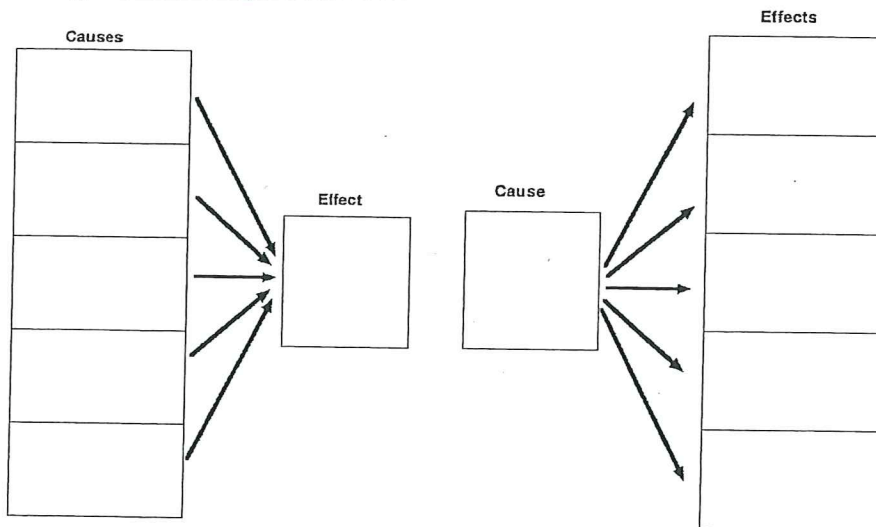
CAUSE AND EFFECT

The author lists one or more causes and the resulting effects.

Signal Words:

- Reasons why
- Reasons for
- If...then
- AS a result
- Therefore
- Because
- Finally
- Leads to
- Effects of
- Caused by
- Result
- Outcome
- Impact
- Influenced by

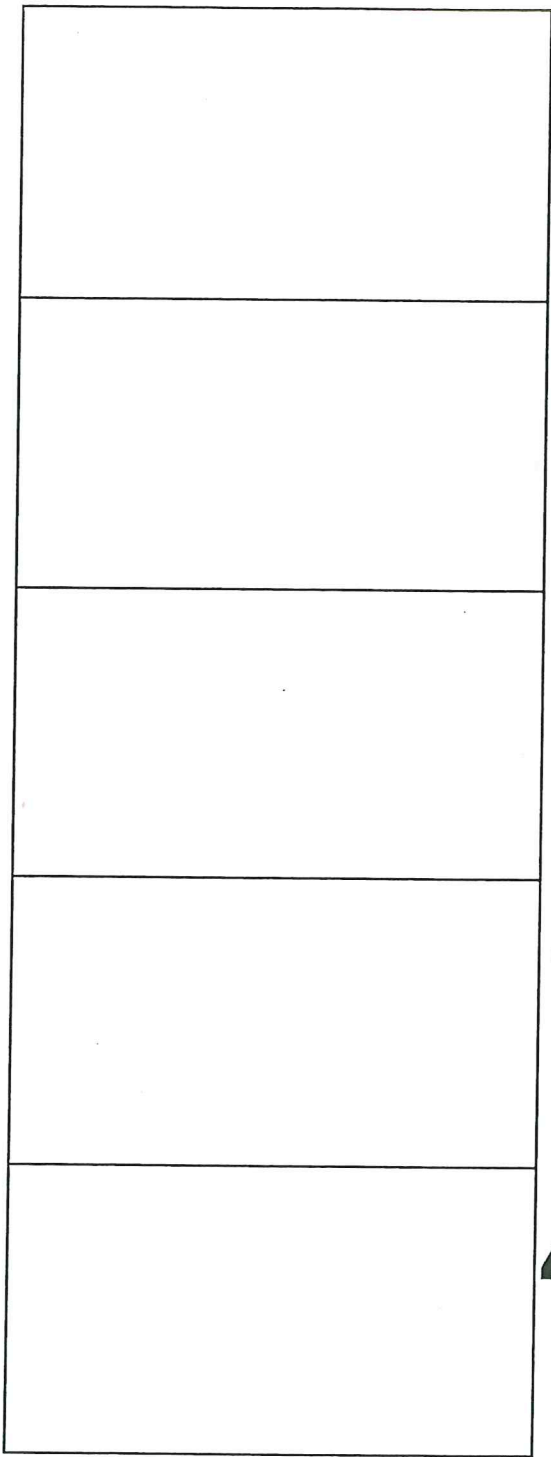
Graphic Organizer:



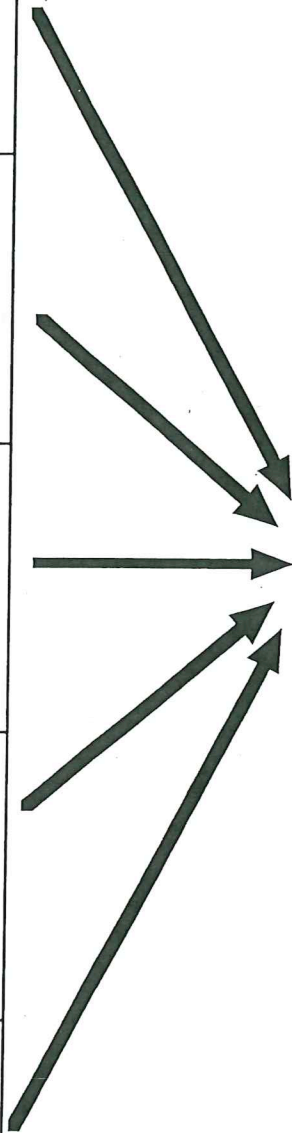
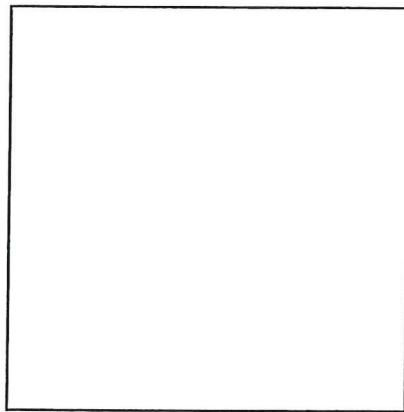
Summary Frame Questions

1. What specific event (s) occurred? What happened?
2. What was the cause (s) of the event?
3. In what ways did prior event (s) cause or influence the main event?
4. What was the effect (s) of the event?
5. What were the results or outcomes caused by the event?
6. According to the text, what is the significance of the event?
7. What words or phrases did the author use to signal cause/effect relationships?

Causes



Effect



PROBLEM AND SOLUTION

The author states one or more problems and lists one or more solutions for the problem.

Signal Words:

- Problem is...
- Dilemma is...
- Puzzle is...
- Solved
- Question
- Answer
- Because
- Since
- This led to

Graphic Organizer:

The Problem: _____

Possible Solutions	Consequences What will happen if I adopt this solution?	Pro or Con?	Value How important is the consequence? Why?

The Best Solution: _____

Summary Frame Questions

1. What is the problem (s)?
2. Why is this a problem?
3. What is the possible solution (s)?
4. According to the text, what solution has the best chance for succeeding?

Problem-Solution Frame

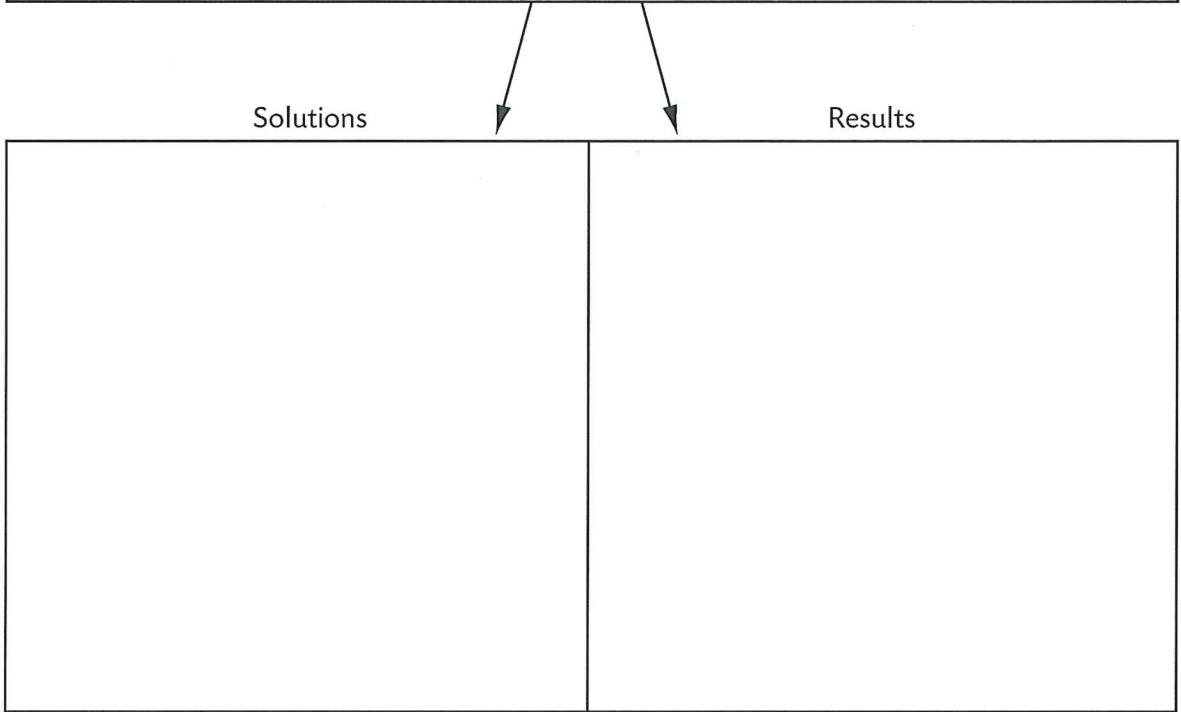
**Problem
Box**

What is the problem?

Why is it a problem?

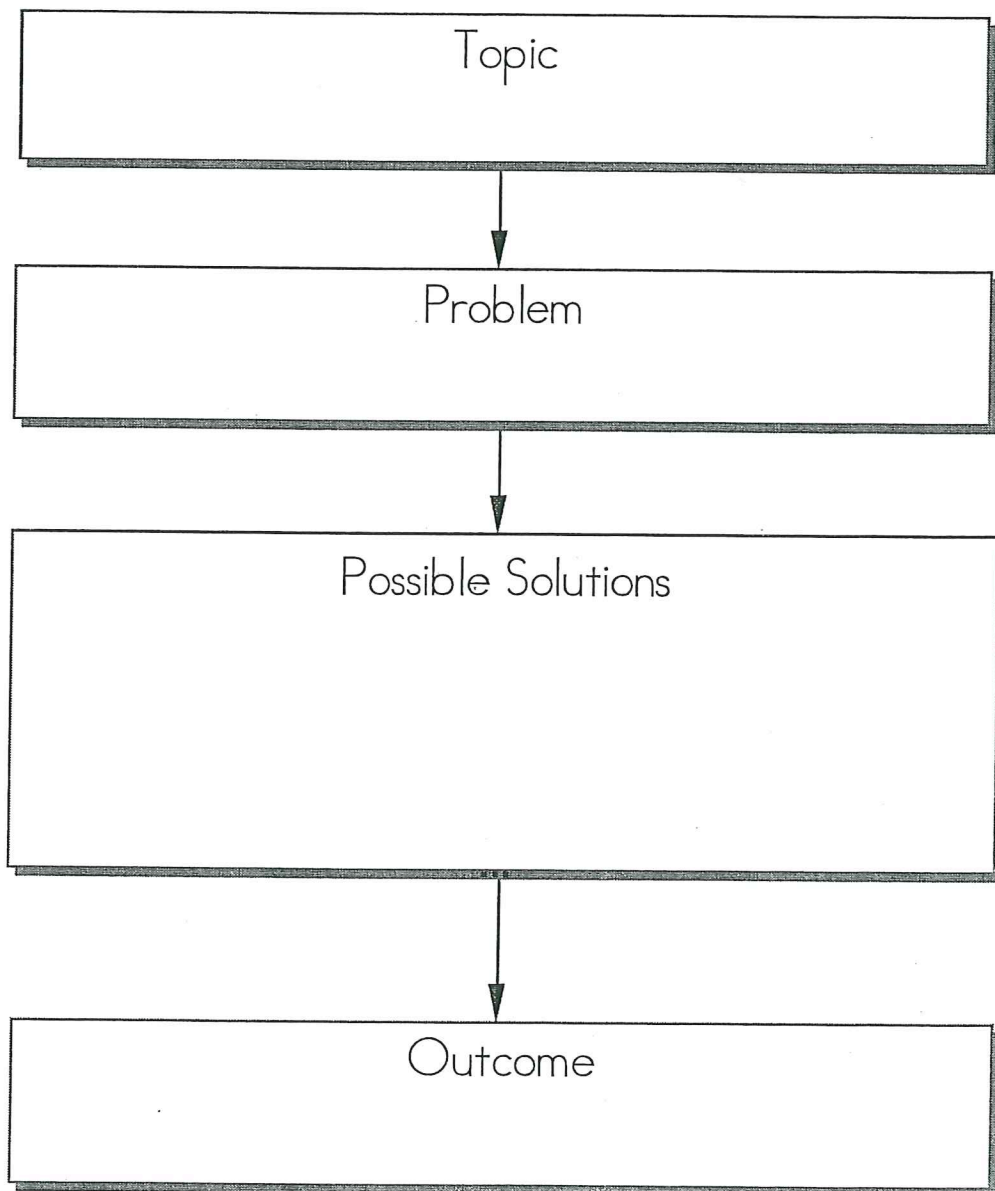
Who has the problem?

**Solution
Box**

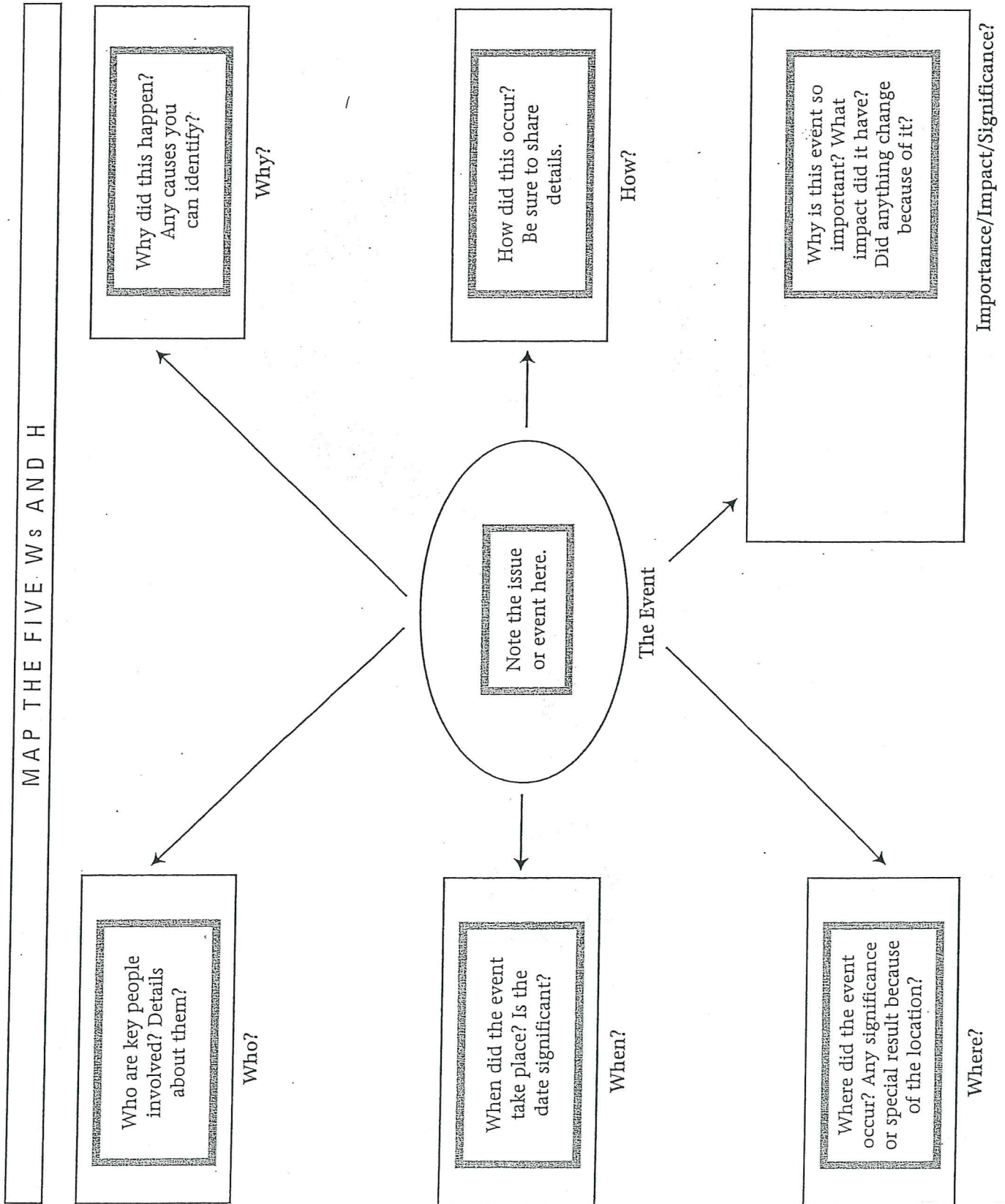


**End Result
Box**

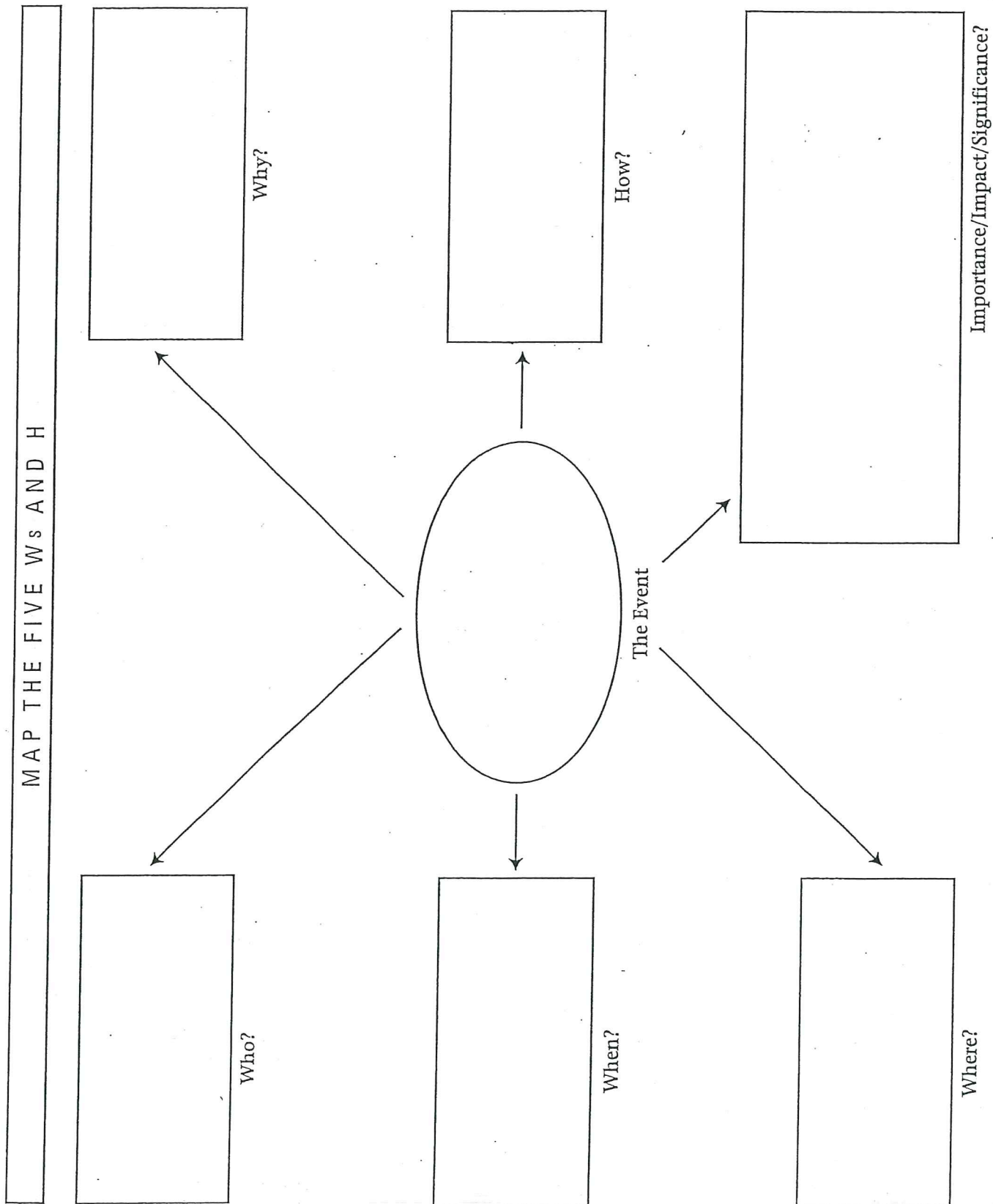
Problem – Solution Pattern



READING STRATEGIES FOR THE CONTENT AREAS
DURING-READING STRATEGIES



READING STRATEGIES FOR THE CONTENT AREAS
DURING-READING STRATEGIES



History Frame

What is it?

A History Frame (Jones, 2001) is an application of story maps to historical events. A Story Map (Beck & McKeown, 1981) is a visual representation of the story structure. This strategy is commonly used in literature instruction. Students find graphic organizers helpful in sequencing and explaining the elements of different narrative text.

How could it be used in social studies instruction?

Social studies text, especially history, as well as primary sources, can be written in a narrative format. Story elements such as characters, setting, plot, problem/solution, and theme are the same elements found in the study of historical events or episodes. This strategy helps students organize what they learn from their text about the "who, what, where, how, and why" of historical events.

How to use it:

1. The teacher constructs a History Frame graphic organizer and models how to use it.
2. The students fill in the specific information after reading the selected text.
3. Students may construct their own History Frames using the necessary elements.
4. History Frames might be shared and discussed in small groups.

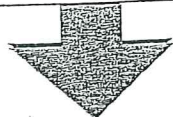
STORY MAPPING HISTORY FRAME

TITLE OF EVENT:

Battle of Agincourt

PROBLEM or GOAL:

Henry V and his army of 6,000 were trying to reach Calais in order to sail to England. A French army of over 20,000, led by heavily armored nobles, gathered to defeat the English.



KEY EPISODES or EVENTS:

Henry V ordered longbowmen to fire on the French from a long range.

French charged with Calvary over muddy terrain.

The charge was stopped by the English archers.

French continued the charge on foot.

Heavily armored French were slow, exhausted, and easy targets for the English longbowmen.

PARTICIPANTS/KEY PLAYERS:

King Henry V (England)
6,000 English troops (including archers)

French Nobles
20,000 + French troops
(including heavily armored knights)

WHERE: Between the villages of Agincourt and Tramecourt, France.

WHEN: October 25, 1415

RESOLUTION or OUTCOME:

The English routed the French.

The English lost a few hundred men.

The French lost several thousand, including many nobles.

Henry V and his army made it to Calais, and then to England.

THEME/LESSONS/So What?

The success of the longbow ended the age of Chivalry. Medieval Knights in heavy armor were no longer a nation's most valuable military asset. Example of changing technology impacting military history.

Note. Basic format only from "Story Mapping History Frame," by R.C. Jones, 2001, retrieved from readingquest.org. Reprinted with permission of Raymond C. Jones.

STORY MAPPING HISTORY FRAME

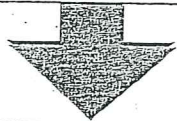
TITLE OF EVENT:

PARTICIPANTS/KEY PLAYERS:

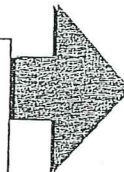
PROBLEM or GOAL:

WHERE:

WHEN:



KEY EPISODES or EVENTS:



RESOLUTION or OUTCOME:

THEME/LESSONS/So What?

Note. From "Story Mapping History Frame," by R.C. Jones, 2001, retrieved from readingquest.org.
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History Frames

As students struggle to read about a historical event, they can use a History Frame to help them extract the key facts and concepts in a block of text and then organize that information. We can reinforce reading and thinking skills across the disciplines by using History Frames; a similar learning method, the Story Map, is commonly used in elementary language arts classes. When analyzing a work of fiction, English teachers often ask students to identify the "elements" of a story, such as setting, characters, plot, and theme—and then summarize this information on a frame or chart. When we look at historical events, we're interested in similar questions:

1. **Participants/Key Players:** Who are the people who were involved in this? Who played major roles? Who were minor actors?
2. **Setting/Place:** Where and when did this event take place? Over what period of time?
3. **Key Episode or Events:** This section can be subdivided into three parts:
 - (a) *Problem, Conflict, or Goal:* What problem arose, or what were the key players aiming to achieve? What set events in motion?
 - (b) *Episodes:* What were some of the crucial actions that drove the situation?

(c) *Resolution, Consequences, or Outcomes:* How was the problem solved? Or in what ways did people fail to find a solution? Did the characters attain their goals? (Stress to students that they should go back to the problem or goal they identified in order to say how it was resolved or whether it was met.)

4. **Theme/Lessons/Meaning:** This is the "so what?" of a history frame or story map. You might think of the theme of a historical period as the larger meaning of it. It is asking: "What have we learned from this?" In addition, the theme can be the way that a student relates an event she has read about to her own life: "What, after all, does this new information mean to me?"

Placing key words within a History Frame guides young learners through a logical process of finding and organizing information. This is a step toward developing understanding and creating meaning.

With struggling readers, the teacher can walk through the process by passing out a blank history frame and asking students to read aloud the labels on the frame ("Characters/Participants," etc.). Then the teacher can lead a discussion in which each element on the frame is answered by a passage found in the reading material (whether a textbook, handout, etc.). Finally, students can work silently or in small groups to fill out the form, echoing what was just uncovered in the class discussion.

Source info for History Frame, below, is www.readingquest.org. Click on "Strategies."

History Frame

TITLE OF EVENT:	PARTICIPANTS/KEY PLAYERS:
PROBLEM or GOAL:	WHERE: WHEN:
KEY EPISODES or EVENTS:	RESOLUTION or OUTCOME:
	THEME/LESSON/MEANING

Historical Fiction/Nonfiction Pairs for Students to Investigate

The following list of historical fiction/nonfiction pairs provides a starting point for student inquiries into historical truth. Start by reading the historical fiction to students to engage them in the topic, or have them read it on their own. After reading it, have students raise questions about historical truth: What actually happened? What might have happened? Then have students attempt to answer their questions by reading the nonfiction.

Topic	Historical Fiction	Nonfiction
American Revolution	<i>My Brother Sam Is Dead</i> by James Lincoln Collier and Christopher Collier	<i>Give Me Liberty!</i> by Russell Freedman
Child Labor	<i>January 1905</i> by Katharine Boling	<i>Kids at Work</i> by Russell Freedman
California Gold Rush	<i>The Ballad of Lucy Whipple</i> by Karen Cushman	<i>The Great American Gold Rush</i> by Rhoda Blumberg
Coal Mining	<i>Coal Miner's Bride</i> by Susan Campbell Bartoletti	<i>Growing Up in Coal Country</i> by Susan Campbell Bartoletti
Dust Bowl	<i>Out of the Dust</i> by Karen Hesse	<i>Children of the Dust Bowl</i> by Jerry Stanley
Irish Potato Famine	<i>Nory Ryan's Song</i> by Patricia Reilly Giff	<i>Black Potatoes</i> by Susan Campbell Bartoletti
Orphan Trains	<i>Rodzina</i> by Karen Cushman	<i>Orphan Train Rider</i> by Andrea Warren
Slavery	<i>Day of Tears</i> by Julius Lester	<i>Slavery Time When I Was Chillun</i> by Belinda Hurnence
Teddy Roosevelt	<i>The President's Daughter</i> by Kimberly Brubaker Bradley	<i>Theodore Roosevelt</i> by Betsy Harvey Kraft
Yellow Fever Epidemic, 1793	<i>Fever 1793</i> by Laurie Halse Anderson	<i>An American Plague</i> by Jim Murphy