



Assessing Student Learning

Goal	Comprehension
Strategy	Use Text Features (Titles, Headings, Captions, and Graphic Features)
Common Core Alignment	RI.1.5 RI.2.5 RI.3.5 RI.4.7 RI.5.6 RL.6.7
Possible Text Selections	<i>Eyes and Ears</i> by Seymour Simon <i>Exploring Seeds</i> by Kristin Sterling <i>Fire Trucks On the Move</i> by Judith Jango-Cohen <i>From Seed to Plant</i> by Gail Gibbons <i>Gorillas</i> by Seymour Simon Seymour Simon and Gail Gibbons are wonderful authors when teaching this strategy.
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Text Feature Organizer (example below) On this organizer, students can record the type of text feature they located in their book. They can also record the page number and how the particular text feature aids them in comprehending the text they are reading.</p> <p>Sticky Notes Students can use sticky notes when identifying text features in their nonfiction books. The student simply places a sticky note on each text feature they come across when reading. As you conference with the student, notice which text features they routinely identify and which they may be forgetting.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have identified any text features. If any have been identified, check to see if students have accurately identified them and can state how those features aid comprehension. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have identified any additional text features and how those features aid comprehension. <p>If the student seems to be struggling with identifying text features and verbalizing how those features aid comprehension, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Identifying Text Features Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Identification	The student successfully identifies multiple types of text features throughout the text.	The student successfully identifies two or three text features located in the text.	The student identifies one type of text feature located in the text.	The student does not identify any text features.
Function	The student successfully explains the function of each text feature identified. The student can explain how each text feature aided in comprehension of the particular text being read.	The student successfully explains the function of each text feature identified.	The student can explain the function of some of the text features identified.	The student cannot explain the function of the text feature.



Text Features Organizer

Name: _____ Date: _____

Title of Text	Type of Text Feature	Page Number	How Feature Aids Comprehension

