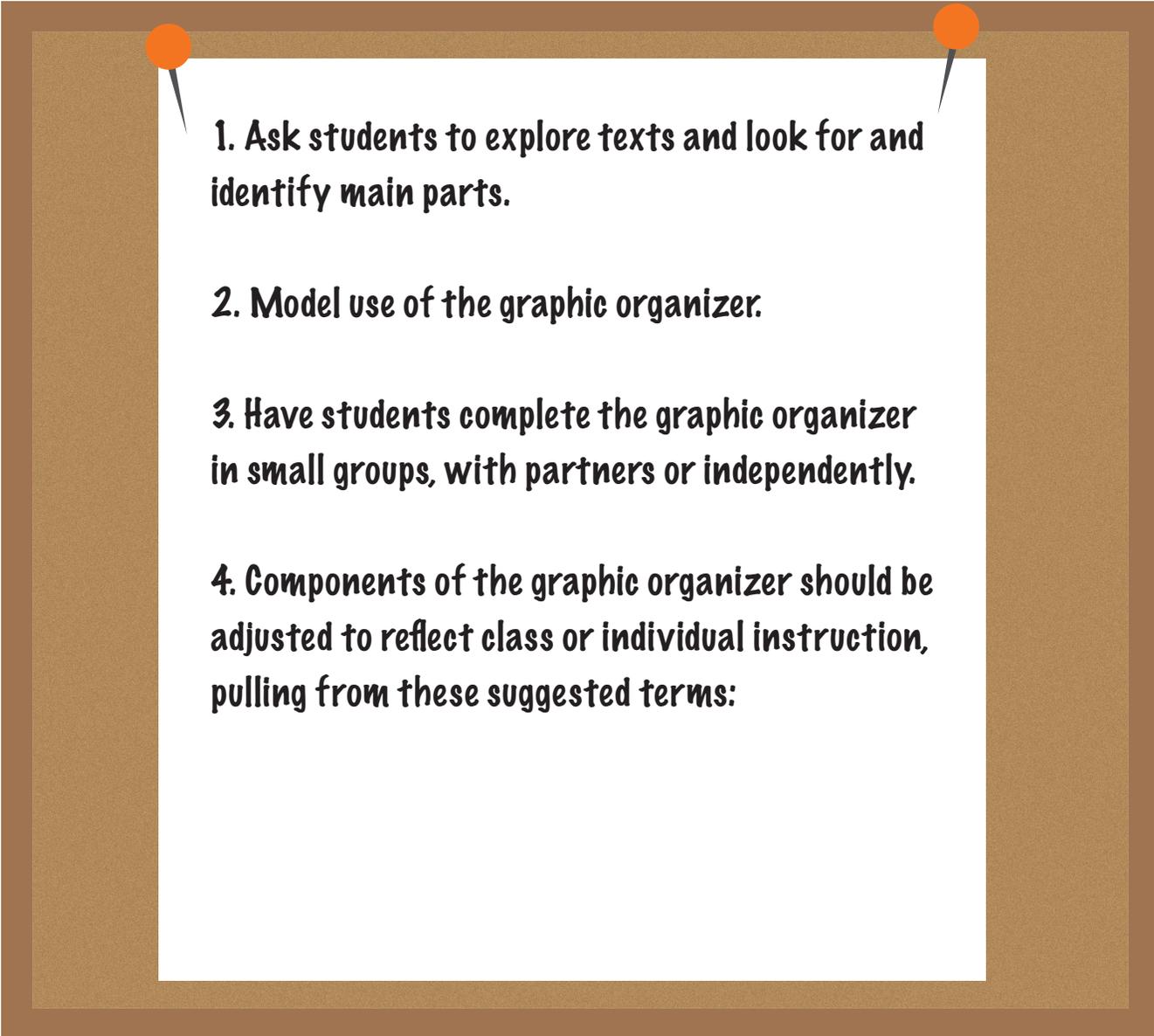


Examining Texts

TEACHER DIRECTIONS:



1. Ask students to explore texts and look for and identify main parts.

2. Model use of the graphic organizer.

3. Have students complete the graphic organizer in small groups, with partners or independently.

4. Components of the graphic organizer should be adjusted to reflect class or individual instruction, pulling from these suggested terms:

Examining Texts



KINDERGARTEN:

- Front and back covers
- Title page: the page of a book (usually the first) that lists the title, author, illustrator and publisher
- Publisher: the company or individual that produced (printed or posted) the book
- Title: name of the book
- Author: person who wrote the book
- Illustrator: person who drew the pictures



GRADE 1:

- Preface: an introduction (some children's books may not have this)
- Table of contents: a list of sections (usually chapters) with their page numbers
- Appendix: additional information listed near the end of a book or text
- Glossary: an alphabetical list of definitions (and sometimes pronunciation) of special or unusual words
- Index: an alphabetical list of topics and their page numbers (usually placed at the end of the book)
- Headings and subheadings: topics and subtopics, often bolded in the text
- Bibliography: list of resources used to write the book
- Informational and literary texts: books that give information versus books that tell stories
- Illustrations versus text: distinguish between information provided by pictures and information provided by words in text



GRADE 2:

- Preface: an introduction of the book (some children's books may not have this)
- Table of contents: a list of book sections (usually chapters) with their page numbers
- Appendix: additional information listed near the end of a book or text
- Glossary: an alphabetical list of definitions (and sometimes pronunciation) of special or unusual words
- Index: an alphabetical list of topics and their page numbers (usually placed at the end of the book)
- Headings and subheadings: topics and subtopics, often bolded in the text
- Bibliography: list of resources used to write the book
- Purpose of text: what the author wants to answer, explain or argue
- Structure of story: beginning, middle and end; how beginning introduces story, the middle builds the narrative and end ties it up
- Different characters have different points of view

NAME _____

Examining Texts: Graphic Organizer

| | | |
|--------------------|--------------------------------------|------------------------------------|
| | What do the illustrations represent? | |
| What is the title? | Who is the author? | Is this informational or literary? |
| | Is there an introduction? | |

Examining Texts: Illustration

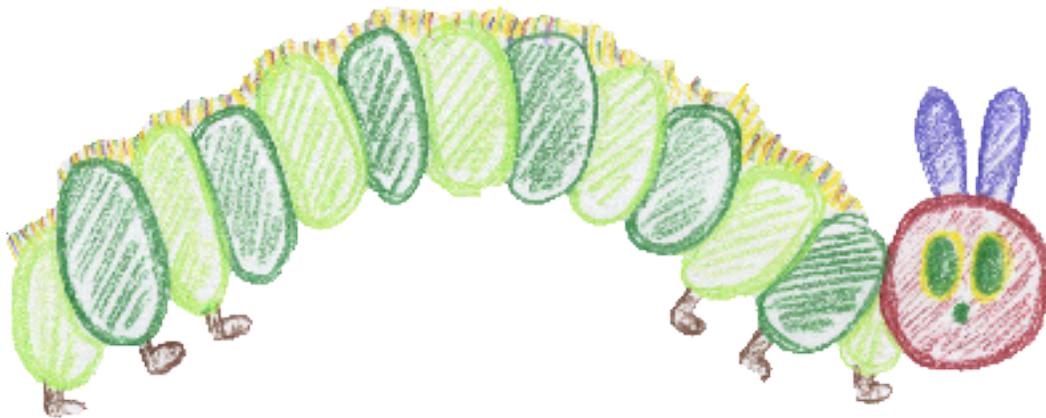
TEACHER DIRECTIONS

1. If this is the first time your students have used this handout, model its use and then complete one together.
2. Ask students to scan the text for topics, working with a partner or individually.
3. Ask students to illustrate something they like in the text.

SAMPLE

TEXT TITLE: THE VERY HUNGRY CATERPILLAR

Draw one of your favorite things from the text.



NAME _____

Examining Texts: Illustration

TEXT TITLE: THE VERY HUNGRY CATERPILLAR

Draw one of your favorite things from the text.

A large empty rectangular box with a black border, intended for a student to draw a favorite thing from the text 'The Very Hungry Caterpillar'. The box occupies most of the page below the title and instruction.