



Strategic Reading

Organization and Text Conventions

LESSON AT A GLANCE:

Whole Class Small Group, and Independent Activity

- Review text conventions.
- Read and revise an Informative Article, inserting title, headings, captions, etc.
- Summarize piece.

LESSON 5

Objective

Students draw on prior learning in order to insert text conventions into an informative text. (Further reinforcing the reading-writing connection.)

Strategies include:

- Skimming and scanning for an overview of the entire text.
- Recognizing the importance of headings, keywords, diagrams, illustrations.
- Writing a summary based on information provided (text conventions).

Important Vocabulary

title, topic, headings, bold-face print, italicized print, key words, diagram, photograph, illustration, captions

Procedure

1. With students, discuss and review what they learned from the previous lessons (Bears, Scarecrows) emphasizing the important clues text conventions provide for the reader. Have them generate a list of these tools: *title, topic, headings, bold-face print, italicized print, key words, diagram, photograph, illustration, captions*.
2. Explain that one of the jobs an editor has is to read a text and to make recommendations about the use of text conventions as tools to help the reader. Tell them that they are going to play the role of editor. Their job will be to decide where to add a title, heading, caption, or bold-faced text in order to make it easier for the reader to learn from an informative text.
3. Photocopy and distribute You be the Editor, p. 45, and the accompanying text, pp. 46-47. If possible, project the text for easy reference. Walk them through the You be the Editor page.
4. Based on their grasp of the previous lessons you can determine whether you'll work this through with them as a whole class, or whether they have the confidence and independence to work in small cooperative groups or independently.
5. When the activity has been completed, discuss the reasoning that informed their decision making.



Name: _____

YOU BE THE EDITOR!

Imagine you're the editor of a science magazine for kids. Your assistant sent you this article, but forgot some of the most important parts that will help the reader learn from the text. Your job is to provide the missing parts.

1. Read the entire piece. What is the **topic** – in other words, what is the text **all about**?

Is this an expository or opinion piece? How do you know?

2. Based on the **topic**, create a **title** for this piece that will help the reader figure out what they'll be learning about. Write your title, in large print, across the top of the article.
3. Number each paragraph.
4. Circle the **introduction**.
5. Bracket the **body** of the piece.
6. Box the **conclusion**.
7. Read the first paragraph in the body of the piece (*paragraph 2*). It is missing a **heading** that tells the reader what the entire paragraph is about. Identify the main idea in order to create a heading and write it in the blank at the beginning of the paragraph. Do the same thing for paragraphs 3 and 4.
8. Read paragraph 1 again. The writer has forgotten to italicize or bold the **key vocabulary words**. Use the diagram in the middle of the page to help you identify these key vocabulary words. Underline these words to help the reader.
9. Insert **captions** beneath the diagram and the photo to explain what the reader is looking at.
10. Scan the remaining paragraphs and underline any key vocabulary words that should have appeared in bold or italicized print.
11. Fill in the summarizing framework, below.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____



Title

You've all seen how someone cracks open an egg when cooking or baking. What's inside an egg? Clearly, there's a yellow part and a clear part. But do you know the other important things about that egg that help a chick grow and hatch?

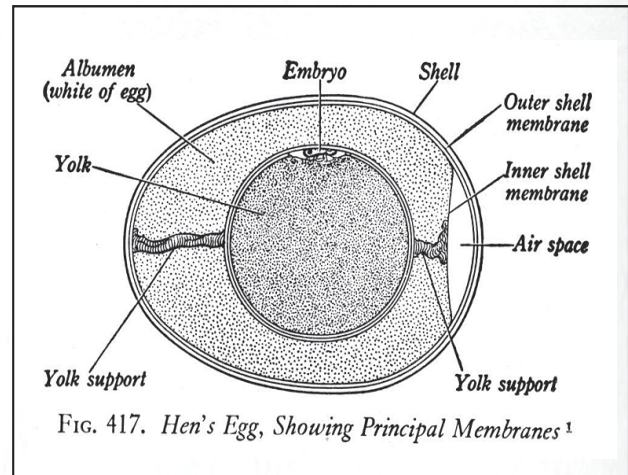
Heading:

Let's look closely at everything inside an egg. The clear liquid part is called the white or albumin. The albumin protects the yolk (yellow part of the egg) and provides nutrition for the developing chick. There is also a thin

white skin or lining called the shell membrane that protects the egg from bacteria that might harm the egg. At the wider end of the egg there is an air space that forms when the egg is laid. There also may be a small white spot on the yolk. This white spot could be the beginning of a chick!

Heading:

If a fertilized egg is kept warm, many changes will take place



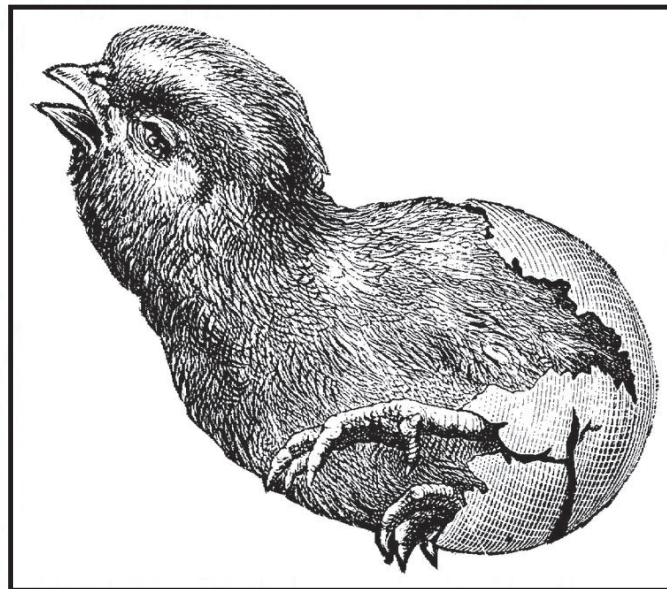
inside the shell. The white spot will get bigger and bigger. It becomes a group of cells that will multiply and grow into a chick. This group of cells is called the embryo. The heart, blood vessels, and eyes begin to form. Soon the chick's head, body, and legs start to appear. A clear pouch called the amniotic sac surrounds and protects the embryo. Soon feathers begin to sprout.



Heading:

In three weeks the chick will hatch. Hatching requires a lot of hard work on the part of the chick. They must stretch and move against the hard shell. They use something called an egg tooth to make a crack in the shell. The egg tooth is a sharp white cap on the end of the beak that helps the chick poke a hole in the shell. Once that is accomplished

the egg tooth falls off. The shell quivers and breaks open a little at a time as the chick works on opening the shell. The chick breathes heavily with the exertion it takes to



push apart the shell. The chick usually starts peeping before

it's emerged. When it finally hatches the chick is wet and cold. It needs to warm up beside the mother hen. Sometimes farmers keep chicks warm with a heated cage called an incubator.

Soon the chick will grow into a hen or rooster and the cycle, from the simplest cell inside the shell, to an embryo, to a newly hatched

chick, will begin again. So, what do you think comes first – the chicken, or the egg?



Title Eggs

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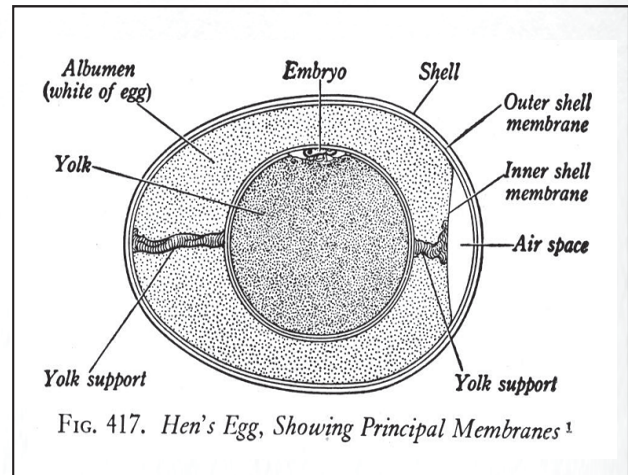
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an
Egg

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Inside an egg

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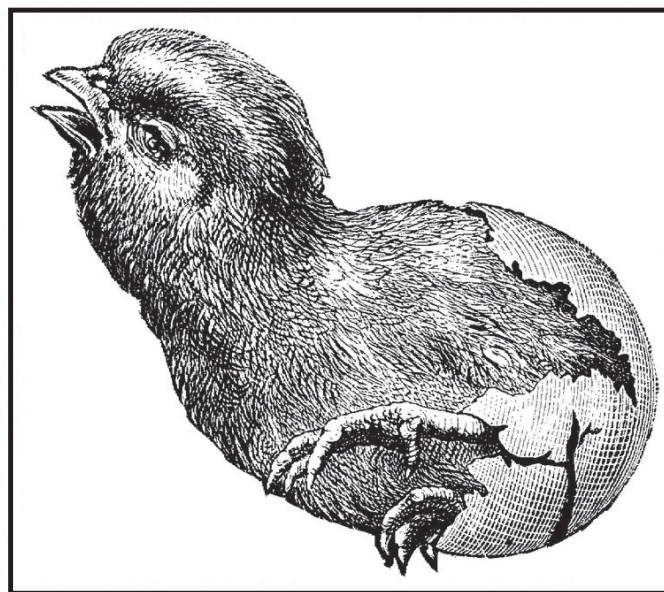
Hatching

(4) In three weeks the chick will hatch.

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Chick hatching

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