



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>Questions to Focus Learning</u> How do text features and search tools help readers access and understand various texts?</p> <p>Authors include text features to support and enhance the reader's interpretation of the text. Effective readers use text features and search tools to efficiently locate additional relevant information.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know text features such as maps, diagrams, timelines, tables, text boxes, photos, and illustrations. I know key words are specific words or phrases describing images, text, and documents about a topic, which are used to locate relevant information on a topic within a text or when searching the Internet. I know sidebars are short stories next to a larger article which contrast or give additional information on the article. I know hyperlinks are words, phrases, or images on a web page that allow the user to click to another web page or document. I know the purpose of each text feature and search tool.</p> <p><i>Reasoning Targets</i></p> <p>I can use synonyms and related words to generate key words. I can use key words while conducting text and Internet searches to locate information on a topic quickly and efficiently. I can use sidebars and hyperlinks to locate information on a topic quickly and efficiently. I can explain how text features and search tools help readers navigate the text and locate additional information on a topic. I can decide if information is related to a given topic. I can choose the appropriate text feature or search tool to complete a task efficiently. I can evaluate how text features connect to the greater text.</p>

Vocabulary

diagram
efficiently
hyperlinks
illustration
Internet
key words
relevant
search engine
search tools
sidebars
synonyms
text features
timeline

Teacher Tips

[Comprehending Nonfiction](#) - This lesson identifies three skills (identifying text features of nonfiction text in a web format, locating specific information, and generalizing information) to be taught in strategic lessons that build upon each other and allow for scaffolding of skills when necessary.

[Identifying Section Headings](#) -- In this lesson, students preview an article and are guided to identify the section headings in the article. As a class, students read the article and then discuss why writers might include section headings in a text. In subsequent sessions, students are given articles with the section headings removed and act as detectives to fill in the missing section headings. This lesson requires students to work together to explore their understanding of section headings and solve problems presented to them.

[Organizational Features of Nonfiction](#) -- This lesson supports students in grades 3–5 as they explore the organizational features of nonfiction texts, such as labels, captions, headings, fonts, and so on. Students then have an opportunity to work together with their classmates to create a two-page spread using those features to present information about their local environment (as gathered for the Square of Life Internet project). This resource includes links to student and teacher materials and to related websites.

[Reading E-Books](#) -- In this lesson, students read e-books and learn how to use many tools and features on a digital reader to support literacy learning. In particular, students learn how to manipulate font size and page orientation to suit their individual needs and preferences, highlight text to mark key passages, insert notes in response to the text, access a built-in dictionary to develop new vocabulary and word consciousness, and use a text-to-speech feature to practice reading fluency.

Vertical Progression

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.3.5](#)