Throughout this unit students will explore the components of a nonfiction text by using text features to help them become a stronger reader. The text feature unit is designed to be taught at the second grade level but can be adjusted for other grade levels that have text features as a standard. This unit will take about three weeks to complete and for students to have ample amount of time to successfully master the two Common Core State Standards that address text features.

I chose to create authentic assessments with rubrics aligning to two Common Core State Standards. The first standard, RI.2.5 requires students to know and use various text features to locate key facts or information in a text efficiently. The second standard RI.2.7 requires students to explain how specific images contribute to and clarify a text. Students will be engaged throughout the unit with a variety of tasks that target the over arching goal of being able to identify, use, and explain text features. All tasks were designed to address the several levels of Bloom's Taxonomy.

The text feature unit includes 10 summative assessments and 4 formative assessments. The formative assessments target a process standard, which requires students to judge when they have successfully completed a task. This process standard was broken up into four sub skills, which include the following: 1. Identify the task and requirements 2. Include all required elements 3. Successfully include all required elements and 4. Review components.

Tasks include:
1. Frog Life Cycle-Understanding a Diagram
2. Text Feature Expert Presentation
3. Text Feature Scavenger Hunt
4. Create Your Own Heading and Labels
5. Text Response-Understanding a Diagram
6. Using Text Features in Scholastic News Article
7. Comprehension of Article Using Text Features
8. Creating a Diagram to Help Readers Better Understand a Text
9. Text Feature Scrapbook
10. Write Your Own Article

Formative Task 1. Identify the Task and Requirements of Scavenger Hunt
Formative Task 2. Include all Required Elements on Text Feature Presentation
Formative Task 3. Successfully Include all Required Elements on Text Feature Chart
Formative Task 4. Review Components on Scholastic News Project
Final Project: Text Features Unit

**Content Standards:**

**Craft and Structure:**
CCSS.ELA-LITERACY.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.

**Integration of Knowledge and Ideas:**
CCSS.ELA-LITERACY.RI.2.7
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Process Standards:**
1. Students will take control of their learning by identifying errors.
2. Students will judge when they have successfully completed a task.

**Sub skills:**
1. Identify the task and requirements
2. Include all required elements
3. Successfully include all required elements
4. Review components.

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**Final Project: Matrix**

<table>
<thead>
<tr>
<th>Task</th>
<th>Standard (End of unit)</th>
<th>Objective</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| Summative #1 | Frog Life Cycle-Understanding a Diagram | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 1 | TSWBAT: draw a picture that relates to the text.  
TSWBAT: highlight key words and phrases that support their drawing. | -Quick check (multiple choice questions)  
-Drawing  
-Highlighting appropriate words or phrases |
| Summative #2 | Text Feature Expert Presentation | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 2 | TSWBAT: present on a text feature using all criteria given. | Presentation includes:  
-Title  
-Name  
-Purpose of text feature  
-Two different examples of text feature |
| Summative #3 | Text Feature Scavenger Hunt | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 2 | TSWBAT: describe the purpose of a text feature.  
TSWBAT: find an example for each text feature. | -Selection of nonfiction book  
-Explanation of each text feature  
-Text feature connection to book  
-All text features addressed  
-Headings and Subheadings  
-Captions  
-Bold Words  
-Glossary  
-Table of Contents |
| Summative #4 | Create Your Own Heading and Labels | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7 | TSWBAT: identify a heading.  
TSWBAT: explain what makes a heading appropriate to a paragraph.  
TSWBAT: identify heading and labels  
TSWBAT: Explanation of heading  
TSWBAT: Heading creation  
TSWBAT: Label creation | -Index  
-Identify heading and labels  
-Explanation of heading  
-Heading creation  
-Label creation  
-Text evidence in relation to diagram (yellow)  
-Text evidence in relation to diagram (blue)  
-Text evidence in relation to diagram (orange) |
| Summative #5 | Text Response - Understanding a Diagram | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 2 | TSWBAT: locate a sentence in a paragraph that supports a diagram.  
TSWBAT: use colors according to textual evidence.  
TSWBAT: Text evidence in relation to diagram (yellow)  
TSWBAT: Text evidence in relation to diagram (blue)  
TSWBAT: Text evidence in relation to diagram (orange)  
TSWBAT: locate a sentence in a paragraph that supports a diagram.  
TSWBAT: use colors according to textual evidence.  
TSWBAT: Can identify: headings  
TSWBAT: subheadings  
TSWBAT: captions  
TSWBAT: bold words  
TSWBAT: glossary words  
TSWBAT: diagrams  
TSWBAT: photographs  
TSWBAT: Text feature explanation |
| Summative #6 | Using Text Features in Scholastic News Article | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 2 | TSWBAT: identify text features within a given article.  
TSWBAT: explain the purpose of a text feature.  
TSWBAT: review work as they complete part of the task.  
TSWBAT: Can identify: headings  
TSWBAT: subheadings  
TSWBAT: captions  
TSWBAT: bold words  
TSWBAT: glossary words  
TSWBAT: diagrams  
TSWBAT: photographs  
TSWBAT: Text feature explanation |
| Summative #7 | Using Text Features to Comprehend a Text | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7 | TSWBAT: use text features to interpret a text.  
TSWBAT: answer questions based on a specific text feature.  
TSWBAT: -3 Glossary questions  
TSWBAT: -2 Heading questions  
TSWBAT: -1 Photograph question  
TSWBAT: -1 Caption question |
| Summative #8 | Creating a Diagram to Help Readers Better Understand a Text | **Content Standards:** CCSS.ELA.RI.2.5  
**Process Standard:** 2 | TSWBAT: create a diagram that is appropriate to the text.  
TSWBAT: locate text features in a magazine or newspaper  
TSWBAT: explain the purpose of individual text features  
TSWBAT: -One picture  
TSWBAT: -Four labels  
TSWBAT: -Four arrows pointing from the label to the specific part in the picture |
| Summative #9 | Text Feature Scrapbook | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 2 | TSWBAT: locate text features in a magazine or newspaper  
TSWBAT: explain the purpose of individual text features  
TSWBAT: -Title  
TSWBAT: -Heading  
TSWBAT: -Bold Word  
TSWBAT: -Photograph  
TSWBAT: -Diagram  
TSWBAT: -Caption with picture  
TSWBAT: -Part of an index  
TSWBAT: -Part of a glossary |
| Summative #10 | Write your Own Article | **Content Standards:** CCSS.ELA.RI.2.5, CCSS.ELA.RI.2.7  
**Process Standard:** 1 & 2 | TSWBAT: Write an article using specific text features.  
TSWBAT: -A title  
TSWBAT: -2 headings  
TSWBAT: -Illustration with a caption  
TSWBAT: -2 bold words  
TSWBAT: -Text feature of your choice  
TSWBAT: -Organization and content  
TSWBAT: -Conventions |
| Formative #1 | Identify the Task and Requirements of Scavenger Hunt | **Content Standards:** CCSS.ELA.RI.2.5 CCSS.ELA.RI.2.7 | TSWBAT: orally state the task and requirements of a project. Leading towards... TSWBAT: judge when they have successfully completed a task. | - Task explanation - Goal of assignment - Requirement explanation |
| Formative #2 | Include all Required Elements on Text Feature Presentation | **Content Standards:** CCSS.ELA.RI.2.5 CCSS.ELA.RI.2.7 | TSWBAT: review work using a checklist Leading towards... TSWBAT: judge when they have successfully completed a task. | Presentation includes: - Title - Name - Purpose of text feature - Two different examples of text feature |
| Formative #3 | Successfully Include all Required Elements on Text Feature Chart | **Content Standards:** CCSS.ELA.RI.2.5 CCSS.ELA.RI.2.7 | TSWBAT: review work using a checklist Leading towards... TSWBAT: judge when they have successfully completed a task. | - Include all required elements - Successfully included all required elements |
| Formative #4 | Review Components on Scholastic News Task | **Content Standards:** CCSS.ELA.RI.2.5 CCSS.ELA.RI.2.7 | TSWBAT: review work using a checklist Leading towards... TSWBAT: judge when they have successfully completed a task. | - Reviewing work after completion |