This SIOP lesson plan has been modified from its original Learning Text Features Lesson Plan found at:
https://karenaboutkids.wordpress.com/2017/03/19/learning-text-features-lesson-plan-grade-2/

Date: April 30, 2017

Grade/Class/Subject: Grade 2.5 ELA

Unit/Theme: Text Features in Informational Texts

Standards:

Content Objective(s): ELL students will be able to identify each of the 8 text features within a text.
Beginning – Point out the text feature within the text
Intermediate – Label text features within the text with sticky notes
Advanced – List page numbers and quote the section of text in a graphic organizer for each text feature

Language Objective(s): ELL students will be able to understand and use the key vocabulary highlighted in this lesson by listening, speaking, reading and/or writing.
Beginning – Students will show listening comprehension by pointing out an example of each key vocabulary term.
Intermediate – Students will show reading comprehension by labeling examples of each key vocabulary term.
Advanced – Students will be able to show reading comprehension by producing written examples of each key vocabulary term using a graphic organizer.

> RI.2.5 Reading Informational Text: Craft and Structure – 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.
>
> L.2.6 Language: Vocabulary Acquisition and Use - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

Key Vocabulary

Text Feature	Caption
Title	Diagram
Table of Contents	Glossary
Bold Print	Index
Photograph	

Supplementary Materials

Bilingual text
Pre-written sticky notes with key vocabulary
Graphic organizer chart (pre-labeled with vocabulary)

SIOP® Features

Preparation	Scaffolding	Grouping Options
☒ Adaptation of Content	☒ Modeling	☒ Whole class
__ Links to Background	☒ Guided Practice	__ Small groups
☒ Links to Past Learning	__ Independent Practice	☒ Partners
__ Strategies incorporated	__ Comprehensible Input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	__ Meaningful	__ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	__ Promotes engagement	☒ Oral

Lesson Sequence

- Begin as whole group; explain to students that we are going to explore the different parts of books and articles that we read, outside of the main text, and how they can help us to better understand the text and help us quickly find specific information that we are looking for in a text.
- Define and give an example of each text feature using a previously read text.
- Pass out Scholastic News articles; begin Stop-And-Talk read aloud. Every time you get to a text feature, ask which text feature it is. About 1 out of 4 times, ask students to find a [text feature] on the current page, give opportunity for beginning /intermediate ELL students to point these out.
- Divide into like-ability partnerships (differentiation should be homogeneous within partnerships), for independent practice.
- Explain the graphic organizer practice for non-ELL and advanced ELL students.
- Hand out independent practice materials and explain modifications to small groups.
- During partner practice, check in to assess beginning ELL students. Ask, "Can you point out a [text feature] in the text?" and have the student point to an example.
- For intermediate ELL students, check in to make sure they can read and understand the key vocabulary labels.
- For advanced ELL students, check in to make sure they can read and understand the graphic organizer.

Reflections: