***Session 20***

**Focus**: Good readers use text features such as the table of contents and headings to understand how a text is organized

**Materials**: student’s books, pencils, journals/stickies

**Genre**: nonfiction (a book that has photographs and other text features to look at)

**Before reading**: Today we are going back to nonfiction text features. Can you remind me of some text features that you know a lot about? What are they?

Today we are going to focus on 2 important text features- the table of contents and headings. Do you know why an author puts a table of contents at the beginning of a nonfiction book? (Wait for response). An author includes a table of contents so that the reader can easily find a piece of information they want to know more about. For example, if I was reading a nonfiction book called “Desert Animals” and I wanted to learn about coyotes, I would look in the table of contents. Would I find out more about coyotes by going to a chapter called “Birds in the desert’? No, I wouldn’t.

A table of contents also tells the reader how the book is organized. Some are organized by different categories. Some are organized in order of events. Some are organized by a chapter about a problem and then a chapter about a solution. It’s important to read the table of contents to think about why the author organized the book this way.

The other text feature we are going to study today is a heading. Can you remind me what a heading does? (wait for response). Headings give the reader an idea of what the paragraphs below it will tell them. I’m going to push you to think of new headings today.

**During Reading**:

|  |  |
| --- | --- |
| Prompting Questions | Writing Response |
| What is the title?  Make a prediction about how you think the author organized this book.  Read the table of contents. What do you notice about how the author organized the book?  Is it organized by categories of things? Sequence? Problem and solution?  Why do you think the author chose this heading? What could another heading be? | Now that we know how the book is organized, I want you to **think of another title that would be a good fit for this book**.  Write down what another good title would be. Then write 3 sentences explaining why this would be a good title for the book.  Choose 1 heading from the book and think of another heading that would work.  Explain why you chose that heading. |

**After Reading**: Great job pushing yourself to create a new title and new headings. Remember, these 2 text features are very helpful to readers. They help you understand how the text is organized and get your brain ready to learn more about the topic. Never skip over them!

**Closing**: Thank you for working with me today. I enjoyed our time together and I am so proud of the work you are sharing with me. I will return next (day of the week) to work with you. Please remember the following:

1. Fill out the teacher/mentor communication log
2. Check the school calendar for upcoming events
3. Check your personal calendar to determine scheduling conflicts. Remember, students are eager await your arrival and their mentoring time with you.