

Feature Finders

Students discuss how authors use titles, labels, and diagrams for different purposes.

1.10.C “discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes;”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A FEATURE _____

a	TITLE	LABEL	DIAGRAM
b	DIAGRAM	TITLE	LABEL
c	LABEL	DIAGRAM	TITLE

2 MATCH JOBS _____

TITLE	•	•	PARTS
LABEL	•	•	TOPIC
DIAGRAM	•	•	NAMES

HOW TO RUN THIS PAGE

Read each question aloud, invite students to explain their thinking, and have them mark the page as they respond. Listen for students connecting a print or graphic feature to the job it does for a reader.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CHOOSE A FEATURE

SAY “Authors use print and graphic features for different reasons. Listen to each question, talk with me about your idea, then circle the feature you choose.”

ROW	SAY	STUDENTS CIRCLE
a	An author wants readers to know what a book is mostly about. Which feature could help, title, label, or diagram? Circle the feature you choose.	TITLE
b	An author wants to name one part. Which feature could help, diagram, title, or label? Circle the feature you choose.	LABEL
c	An author wants to show how parts fit together. Which feature could help, label, diagram, or title? Circle the feature you choose.	DIAGRAM

PART 2 • MATCH JOBS

SAY “Look at the feature words on the left and the job words on the right. Talk with me about what each feature helps a reader do, then draw a line from each feature to its job.”

- **TITLE** matches **TOPIC**
- **LABEL** matches **NAMES**
- **DIAGRAM** matches **PARTS**

WHAT TO ACCEPT

Circle rows: TITLE, LABEL, DIAGRAM. Match TITLE to TOPIC, LABEL to NAMES, and DIAGRAM to PARTS; accept oral explanations that a title tells the topic, a label names a part, and a diagram shows how parts fit together.