



Description

This lesson is designed to help students understand how words and visual elements work together in informational texts to provide facts, reasons, evidence, and other details in support of an author's main idea(s). Students practice connecting written information with an **illustration**, a **diagram**, and a **map**. As students think about the connections between visual and written information, they become more strategic readers and are better equipped to understand and remember what they read.

TEACHER TIPS

The following steps show a lesson in which a single visual element (an illustration, diagram, or map) supports each informational text. Depending on the skills of your students, you may want to expand the lesson to texts that include more than one type of visual information.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of "The Leaning Tower" (for display)
- Copies of "Seed or Plant?" (for display and for students)
- Copies of "Big Bend National Park" (for students)

Direct Instruction

 Today, we'll be reading informational texts that include visual information, such as a photograph, a diagram, or a map. When you read, you can learn information from the words. You can also learn information from the pictures. Informational texts often include visual information to help readers understand what is written.

Display the informational text "The Leaning Tower." Read aloud the title and the names of the author and the illustrator. Then ask,

-  What is the title? (The Leaning Tower)
-  What did Bari Levine do? (She is the author.)
-  What did Tovah Smythe do? (She drew the picture. She is the illustrator.)
-  What does the picture show? (a leaning tower and 16 elephants)

Read aloud the caption below the picture. Tell students that a **caption** describes or explains a picture or photograph.

-  What do you think this informational text will be about? What clues can you use?

Encourage varied predictions, and explain that pictures and captions, along with the title of the passage, can help readers predict what a text will be about.

Have students follow along as you read the text aloud. Then ask,

- ☞ *What do you see in the picture that matches the information in the text?* (the leaning tower, stone arches)
- ☞ *Now let's think about which words in the text tell about the picture.*

Reread the last paragraph of the passage, and think aloud about the information in it. Underline phrases and sentences that describe the picture:

Some buildings are so unique that people worldwide can immediately identify them. One of those buildings is in Pisa, Italy. It is a bell tower, one of three structures that form the beautiful Cathedral of Pisa. At its tallest point, the tower rises about 180 feet (55m). Stone arches decorate each level.

- ☞ *How do the picture and the caption help you understand what is written in the text?* (The picture helps readers understand how tall the tower is and how much it is leaning. The picture shows details of the tower, like the stone arches. The caption explains where the bell is located and why there are 16 elephants standing on top of each other next to the tower.)

Guided Practice

Display the informational text "Seed or Plant?" and distribute copies to students. Read aloud the title and the author/illustrator's name.

- ☞ *Like the last informational text we read, this text also has a picture that supports the written information. This picture is different from the one we saw earlier. What do you notice about the picture in this text?* (It is a drawing with a title and labels.)

- ☞ *This kind of drawing with a title and labels is called a **diagram**. A diagram can help you make predictions about a text and understand the written information.*

Have a student read aloud the title of the diagram and the labels. Give students an opportunity to note other details in the diagram and tell about the information the details provide.

- ☞ *What can you predict about this text by looking at the diagram?* (It will tell about the life cycle of a pea plant. It will describe the stages from seed to seedling to grown plant with flowers and seed pods.)

Have students read the passage. Then, ask questions to focus on the connections between the written information and the diagram:

- ☞ *What do you learn from the words in the text?* (All living things have a life cycle. Annual plants start as seeds and become seedlings. Fully grown plants have flowers that make seeds. The plant dies, but the seeds can begin the cycle again the following year.)
- ☞ *What do you see in the diagram that matches the information in the text?* (The pea plant is an example of an annual plant. Pea plants start as seeds that become seedlings and then grown plants with flowers that make seeds.)
- ☞ *What sentences in the text describe the diagram? Let's underline this written information.* (from Paragraph 1: **All living things have a life cycle.... Annuals include beautiful garden flowers and vegetables such as squash, beans, and peas.** from Paragraph 2: **Leaves form on the young seedling. When the plant is fully grown, buds open into flowers. The flowers produce fruits that hold seeds.**)

How does the diagram help you understand what is written in the text? (The diagram shows a life cycle of a pea plant as an example of an annual, and the text gives details about this life cycle.)

Independent Application

Distribute copies of the informational text “Big Bend National Park.” Explain that a map is another source of visual information, like a photograph or a diagram. Have students read the passage and look closely at the map. Students should underline phrases or sentences in the text that describe information in the map. Then, display these discussion prompts and read them aloud with students:

When I read the text, I learned ____

When I looked at the map, I learned ____

The map helped me understand what was written because ____

Have students work with a partner to look back at what they underlined in the text and discuss how to complete each sentence. Then, provide time for student pairs to share their responses with the group, pointing out details in the text and the map to support their thinking.

Wrap-up

Check students’ understanding. Have them refer to any of the informational texts from the lesson and point out these features:

- a caption, a diagram label, or a map title
- a sentence that connects to information in a picture, a diagram, or a map

 **Why should you read the words and look at the pictures, too?** (The words and pictures go together. The words tell you facts and other information, and the pictures help you understand it. The pictures show what something looks like, its parts, or where it is located. Pictures can support written information in the text. The words can describe or explain the pictures.)

Use students’ responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Focus on one type of visual information at a time: pictures with captions, labeled diagrams, or maps. Give students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to explain how to use the visual element to better understand the written information.

FOR STUDENTS READY TO MOVE ON

Option 1: Provide students with an informational paragraph. Ask them to create a labeled diagram or map that supports the written information. Then, have students share their visual information and explain how it connects to the text.

Option 2: Have students research a topic of their choice. They should prepare a presentation that includes both written and visual information.

Option 3: Display the map that accompanies the informational text “Big Bend National Park.” Explain the purpose of each feature: title, key (or legend), compass rose, and scale. Then, have students create and share their own maps of a familiar location.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *unique, collapse, engineer, landforms, habitats*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background information and help students access prior knowledge of passage topics (Leaning Tower of Pisa, plant life cycles, national parks in the United States).
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other’s ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

The picture shows...

The caption describes...

The title of the diagram is...

The map shows...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

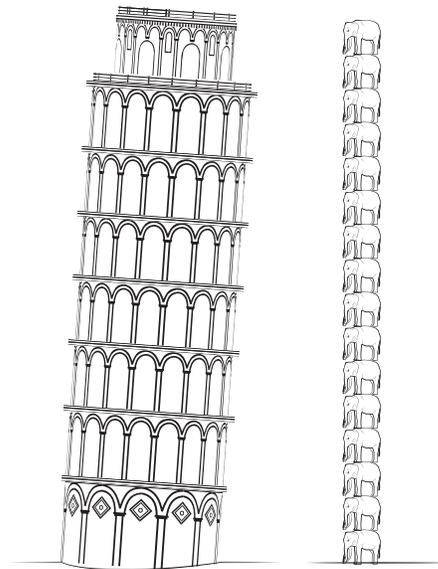
The Leaning Tower

written by Bari Levine, illustration by Tovah Smythe

Some buildings are so unique that people worldwide can immediately identify them. One of those buildings is in Pisa, Italy. It is a bell tower, one of three structures that form the beautiful Cathedral of Pisa. At its tallest point, the tower rises about 180 feet (55m). Stone arches decorate each level.

Work began on the tower in the late 1100s. The work continued, with long interruptions, for around 200 years. When the tower was only three stories high, the builders saw that something was not right. The soil below the tower was sinking. As a result, the structure had begun to lean to one side. Efforts to fix the problem were not successful. Yet the tower stood-or rather, leaned-for more than 600 years!

At the end of the twentieth century, however, there were signs that the tower might collapse. Engineers strengthened the foundation. They also straightened the tower just a bit. Predictions are that visitors will enjoy the unique and famous Leaning Tower of Pisa for many years to come.



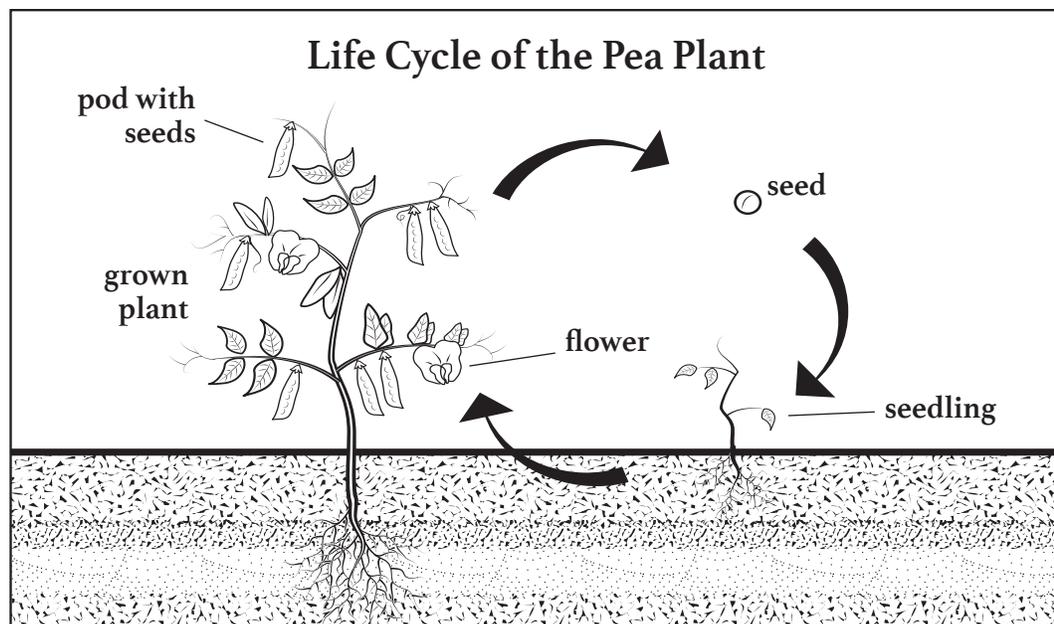
The Leaning Tower of Pisa in Italy is a popular tourist site. It is as tall as about 16 elephants standing one on top of the other. The top level of the tower houses its bell.

Seed or Plant?

written and illustrated by Jonah Calina

Here's a riddle: Which came first, the seed or the plant? There's no right answer, of course, because the riddle is about a cycle, or circle, of life. All living things have a life cycle, though the details of the cycles vary. Take the plants called annuals, for example. Annual means yearly. Annual plants go through their whole life cycle in just one growing season. Annuals include beautiful garden flowers and vegetables such as squash, beans, and peas.

At the start of the growing season, an annual's seed rests in soil. Soon the seed covering breaks open. Roots form to reach through the soil for water and minerals. A green shoot stretches upward from the seed toward sunlight. Leaves form on the young seedling. The leaves use the sun's energy to make the plant grow. When the plant is fully grown, buds open into flowers. The flowers produce fruits that hold seeds. The plant dies. But its seeds will land or be planted in soil to begin the cycle again the following year.



Big Bend National Park

written by Serena Ruiz

Throughout the world, large areas of land have been set aside as national parks. These parks protect special landforms, waterways, wildlife, and plants. One national park that showcases all those features is located in the southwestern United States. Big Bend National Park is on the border of Texas and Mexico. The park gets its name from a giant bend in the Rio Grande. The river actually changes direction at the bend!

At the park, visitors paddle down the Rio Grande in small watercraft. They gaze up at the rocky canyon walls. They take in the desert landscape. They hike on forested mountain trails. They drive on roads through remarkable scenery.

Visitors also enjoy looking for the birds that the park is famous for. Birds of many species travel between their homes to the north and south. The birds take flight paths right over the park. They stop to rest in the park's varied habitats. Lucky birdwatchers might spot Mexican ducks, elf owls, and peregrine falcons.

