Informational Text Features

 $Information a litext features help the {\it reader more easily navigate the text} and {\it often provide additional information to help students comprehend the content}.$

| Print Features Guide readers through the pattern of organization | | |
|---|----------------------------------|--|
| Feature | Helps the Reader | |
| Table of | Identify key topics in the book | |
| Contents | and the order they are | |
| | presented in | |
| Index | See everything in the text | |
| | listed alphabetically, with page | |
| | numbers | |
| Glossary | Define words contained in the | |
| | text | |
| Preface | Set a purpose for reading, get | |
| | an overview of the content | |
| Pronunciation | Say the words | |
| Guide | | |
| Appendix | By offering additional | |
| | information | |

| Illustrations Expand the meaning of the text | | |
|--|---|--|
| Feature | Helps the Reader | |
| Photos | Understand exactly what something looks like | |
| Drawings | Understand what something could or might have looked like | |
| Magnification | See details in something small | |

| Organizational Aids Help readers find important information | | |
|--|--|--|
| Feature | Helps the Reader | |
| BoldPrint | By signaling the word is important and/orfound in the glossary | |
| Colored Print | Understand the word is important | |
| Italics | Understand the word is important | |
| Bullets | Emphasize key points/concepts | |
| Titles | Locate different categories in the text | |
| Headings | Identify topics throughout the book as they skim and scan | |
| Subheadings | Navigate through sections of text | |
| Captions | Understand a picture or photograph | |
| Labels | Identify a picture or photograph and/orits parts | |
| Sídebars | Gather additional or explanatory information | |

| Graphic Aids | | |
|--|-----------------------------------|--|
| Represent information in some specific way | | |
| Feature | Helps the Reader | |
| Diagrams | Understand a more detailed or | |
| | amplified view of information | |
| Plow Diagrams | Understand a complex | |
| | sequence of movements or | |
| | actions | |
| Sketches | Visualize an important concept | |
| Comparisons | Understand the size of one | |
| | thing by comparing it to the size | |
| | ofsomethingfamiliar | |
| Graphs | Understand relativity between | |
| | elements | |
| Figures | Combine text information with | |
| | graphicalaids | |
| Maps | Understand where things are in | |
| | the world | |
| Charts/Tables | Summarize/Compare | |
| | information | |
| Cross- | Understand something by | |
| Sections | looking at it from the inside | |
| Overlays | Understand additional | |
| | information | |
| Timelines | Understand the sequence of | |
| | time | |

Source: https://web.archive.org/web/20120904105328/http://t4.jordan.k12.ut.us/cbl/images/litfac/binfo.pdf