

TEACHER READING GUIDE

Florida

written by Tamra B. Orr

This book is part  
of the **A True Book:**  
**My United States**  
series.

**Essential Question:** How do text features help readers understand the meaning of the text?

BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

**Text Type:** Nonfiction

**Genre:** Informational

**Themes/Topics:** Florida

**Lexile:** 940L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

**Word Work**

**ELA.4.F.1.3 (a):**

Decode multisyllabic words.

**Vocabulary**

**ELA.4.V.1.1:**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.4.R.2.1:**

Explain how text features contribute to the meaning of a text.

BUILDING BACKGROUND

The book *Florida* provides information that can be used to build students' background knowledge about the state. Engage students in activities such as:

- **True or False:** Use the information on p. 3 to ask your students two true or false questions about Florida.
- **Map It Out:** Provide students with a blank map of Florida and see if they can correctly identify the locations listed on p. 6 - 7.
- **Famous People:** Play a game of Who's Who by reading the description and asking students to identify who is being described.
- **Did You Know?:** Share fun facts about Florida using p. 44 - 45.

STUDENT LEARNING TARGETS

**Today I am:**

analyzing how text features are used to present information.

**So that I can:**

explain how they contribute to the meaning of a text.

# WORD WORK – DECODE MULTISYLLABIC WORDS USING THE BEST STRATEGY

**ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**

a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Decoding multisyllabic words helps students understand the structure of words at the **morpheme** level. A morpheme is the smallest meaningful unit in a language system. Knowledge of word structure at the morpheme level improves students' ability to understand vocabulary, increases their ability to recognize words, and improves spelling skills\*. Use the **BEST strategy** to support students in decoding multisyllabic words.

Introduce the strategy using the **bolded** words from the text *Florida*. These words have been identified by the author as important vocabulary words students need to be able to decode to build their fluency and comprehension of the text. The example provided uses the first bolded word introduced on p. 10, **peninsula**.

### Paired Text Suggestion

**Paired texts** are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired text allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *Florida* pairs well with the New Worlds Reading Initiative book *Whale vs. Giant Squid* by Jerry Pallotta to support the ELA B.E.S.T. benchmark **ELA.4.R.2.1**.

The authors of *Florida* and *Whale vs. Giant Squid* utilize many text features to present information. Compare and contrast the text features to guide students thinking about the purpose of text features and how they contribute to the meaning of the text.

BEST Strategy	Student Procedures	Example
<b>B – Break</b> the word apart.	<ul style="list-style-type: none"> <li>Clap out the syllables to identify where to break the word apart.</li> <li>Apply knowledge of syllable division rules.</li> </ul>	pen - in - su - la
<b>E – Examine</b> each part.	<ul style="list-style-type: none"> <li>Find familiar word parts.</li> <li>Identify blends, digraphs, vowel teams, etc.</li> <li>Apply knowledge of syllable types.</li> </ul>	<i>pen</i> = close syllable; vowel makes short e sound (/ĕ/) <i>in</i> = closed syllable; vowel makes short i sound (/ĭ/) <i>su</i> = open syllable; vowel makes long u sound (/oo/) <i>la</i> = vowel makes the schwa sound (/uh/)
<b>S – Say</b> each part.	Practice saying each word part, and blend the word parts together to read the word.	/pen/ /in/ /su/ /la/ = /peninsula/
<b>T – Try</b> the whole thing in context (Honig et al., 2018).	Read the word in context. Students must be flexible if the first sound they try doesn't sound correct.	"While the top of the state borders Georgia and Alabama, most of Florida is a <b>peninsula</b> . It is surrounded on all three sides by water—the Atlantic Ocean and the Gulf of Mexico."

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press.

Use the Gradual Release of Responsibility Framework to allow students multiple opportunities to practice using the **BEST strategy**, outlined above, to decode the **bolded** words introduced throughout the text. Refer to the glossary on p. 47 to see the complete list of terms.

\*Joshi, M., Treiman, R., Carreker, S. H., & Moats, L. (2008). How words cast their spell. *AmericanEducator*, 32, 6-43.

## TALK ABOUT NEW AND INTERESTING WORDS

### ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



**sprawling** (p. 9): **Sprawling** describes someone or something that has spread out in an uncontrolled way. The citrus groves are **sprawling** all over the state of Florida.



**consists** (p. 18): The word **consists** means to be formed from or made up of specific things. For example, the legislative branch of government **consists** of two parts: the House of Representatives and the Senate.



**inhabitants** (p. 25): An **inhabitant** is someone or something that lives in a specified area. Florida has had many different **inhabitants** throughout history.



**culture** (p. 35): **Culture** describes the beliefs, traditions, skills, art, and food of a society of people. Florida is made up of a variety of different **cultures**.

#### Vocabulary Extension Activity

Make cross-curricular connections with topics students are learning in Science, Social Studies, Math, and resource classes.

Example:

- Social Studies: Florida Government and History of Florida
- Science: Climate and Wildlife
- Math: Statistics (percentages) and Graphs
- Resource: Music and Art

## READ FOR MEANING – ANALYZING TEXT FEATURES USING THE JIGSAW STRATEGY

- ELA.4.R.2.1: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
- ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.



#### Before:

This lesson provides an opportunity for students to analyze how text features are used and explain how they contribute to the meaning of the text. A complete list of text features, with definitions and examples, can be found on p. 172 of the ELA B.E.S.T. Standards. Students will need to know and understand the following text features: heading, glossary, photograph, and caption.

Students will think critically about how text features contribute to the meaning of a text using a research-based strategy known as **Jigsaw**. The Jigsaw strategy is a cooperative learning method used to promote engagement, increase student motivation, and enhance the learning experience (Social Psychology Network).

\*Detailed steps for the Jigsaw protocol are provided on the last page of this guide. Please review before you begin implementing the lesson.

# READ FOR MEANING – ANALYZING TEXT FEATURES USING THE JIGSAW STRATEGY

## Step One: Create Jigsaw Groups

- Complete this step before you begin teaching this text.

### During:

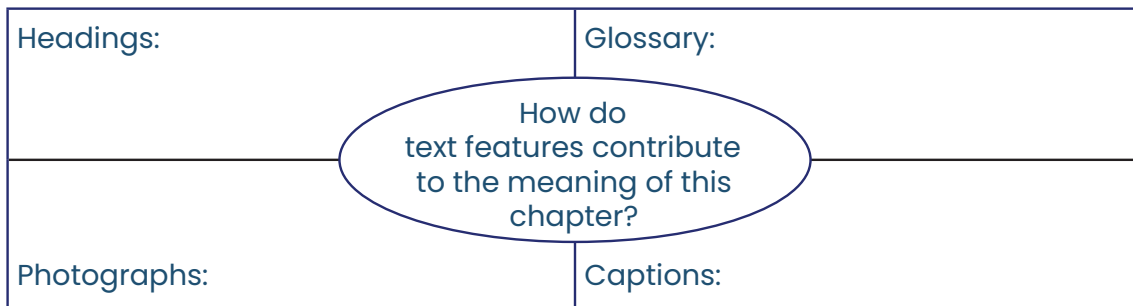
Introduce the Jigsaw activity to students. When introducing a strategy, it is important to review the steps and reinforce participation expectations. Refer to the last page for additional information about each step.

## Step Two: Work Independently in Jigsaw Groups

- Students will independently read the chapter they are assigned.
- Set the purpose for reading:
  - Say: “Today, you will read your assigned chapter in the text *Florida*. While you read, you will gather information about the different text features the author uses to present information to the reader. Think about how these text features work together to add meaning to what is being read.”

## Step Three: Work in Expert Groups

- Follow the protocol to put students in expert groups.
- Once in expert groups, students will:
  - Discuss the information gathered while reading independently.
  - Work collaboratively to analyze how text features contribute to the meaning of the text.
  - Complete a graphic organizer that will be used to present information about the text features in their chapter. Students will recreate this chart on their own papers.



- Below are prompts to guide discussion:
  - **Headings** – List the headings in the chapter. How do they relate to the title of the chapter? What information do headings provide readers?
  - **Glossary** – List the **bolded word(s)** in the chapter, and use the **glossary** to define the word(s). How does using the glossary help readers understand what they are reading?
  - **Photographs** – What photographs are in the chapter? What do they portray?
  - **Caption** – What information is in the caption? How does it relate to the image it describes?
  - **Meaning** – How do text features contribute to the meaning of this chapter? (*Students will answer the question in the middle circle by synthesizing the information they discuss about how text features contribute to the meaning of the chapter they read.*)
- Once students have finished their discussion and completed their graphic organizers, provide time to rehearse their presentations before returning to Jigsaw groups.

### Cross-Curricular Connection

Chapter 2: Government of the B.E.S.T. text *Florida* provides information to support the 4th grade Social Studies standards **SS.4.CL.1.2** and **SS.4.CL.3.1**.

### After:

## Step Four: Present in Jigsaw Groups

- Follow the protocol to put students back into Jigsaw groups.
- Each student will orally present their chapter until everyone has had a chance to present.
- Once everyone has completed their presentations, ask students to reflect on what they learned by answering the essential question.
- Once students have completed their presentations, ask them to reflect on what they learned by answering the essential question.

# The Jigsaw Protocol for *Florida* by Tamra B. Orr

**The Jigsaw is a research-based strategy that requires students to work in two different groups: Jigsaw Groups and Expert Groups. Follow the steps below to help guide the implementation of the Jigsaw protocol.**

## **STEP ONE: Create Jigsaw Groups**

- Divide students into groups of four. These are the **Jigsaw** groups. Groups should be mixed ability.
- Divide the day's lesson into four sections. It is important to divide the content you are using for this activity into the same number of sections as the number of students in each **Jigsaw** group.
- Divide the text *Florida* in the following sections:
  - (1) Chapter 1: Land and Wildlife
  - (2) Chapter 2: Government
  - (3) Chapter 3: History
  - (4) Chapter 4: Culture

## **STEP TWO: Work Independently in Jigsaw Groups**

- Assign **one** section to each person within the **Jigsaw** group. Ex: There are four students; one student will be assigned chapter 1, one student will be assigned chapter 2, etc.
- Ensure that students have access to their assigned chapter.
- Independently set the purpose for reading.
- Provide time for students to read their chapter at least twice.

## **STEP THREE: Create Expert Groups**

- Form temporary "expert groups" where one student from each jigsaw group joins other students assigned to the same chapter. Ex: All students assigned to read Chapter 1: Land and Wildlife will form one expert group.
- Provide time for students to:
  - Discuss the chapter they read.
  - Work collaboratively to analyze how text features contribute to the meaning of the text.
  - Create a presentation to share with their Jigsaw group.
- Each student will complete a graphic organizer to use as a reference while they present their findings to their Jigsaw groups.
- During this time, gaps in individual students' knowledge can be filled, misconceptions can be cleared up, and important concepts can be reinforced.

## **STEP FOUR: Present to Jigsaw Groups**

- Bring the students back into their Jigsaw groups.
- Ask each student to present their chapter to the group.
- Other students will practice active listening skills and ask clarifying questions to ensure they understand what is being learned from their peers.
- Actively monitor groups and observe the process as students share in their Jigsaw groups.