

Your Name: _____ Date _____ Period _____

ACCESS: Textbook Feature Analysis

Directions: Use this activity to better understand the textbook for your most difficult class. Its purpose is to teach you how the textbook works by showing you what it is made of and how these elements are organized.

<p>Types of Text</p> <p>1. Skim through the book and make a list of all the different types of documents or types of text you will have to read (include graphic texts like graphs, maps).</p>	
<p>Sidebars and Pull Boxes</p> <p>2. Find examples of pull out boxes or sidebars. What kind of information appears in these? Are they standardized throughout the book (e.g., “Profiles in History,” “Science in the Workplace”)?</p>	
<p>Feature: Typography</p> <p>3. Find examples of different type faces and styles. Write down the examples and where they appear (e.g., large, bold type for chapter titles (e.g., 24 point font), 18 point font for subheadings throughout the chapter). How does this book use bold-faced type? What does it mean when they use <i>italicized words</i>?</p>	
<p>Feature: Color</p> <p>4. Does the textbook use color to convey information (e.g., what does it mean when you see words in red ink on the page?)</p>	
<p>Feature: Symbols and Icons</p> <p>5. Does the textbook use symbols or icons to convey information? (e.g., if you see an icon with a question mark in it, what does that mean? Are you supposed to do something, like ask a question? Does it mean this is a potential test question? Or is it a link to a theme running throughout the book?)</p>	
<p>Features: Images and Graphics</p> <p>6. What kind of information accompanies illustrations or images? Find examples of a map, chart, and a photograph and then look for captions or sidebars that explain or discuss the image. How is the image identified (e.g., Figure 2.6)?</p>	

<p>Organization 7. How are chapters organized? Make a brief but accurate outline.</p>	
<p>Navigation: Headers and Footers 8. Look at the top and bottom of the pages of the book. These are called the header and footer. What kind of information is contained in this space? What do you notice as you flip through 50 consecutive pages (e.g., does the content of the header or footer change? If so, in what way, for what purpose?)</p>	
<p>Testing! Testing! 9. Imagine you must now prepare for a big test. What features of this book would help you to prepare for that test? (Hint: Do not limit your answer to the practice or study questions).</p>	
<p>Note-making Strategies 10. Q Notes or Outline Notes would probably help you the most while reading this book. Read a page and create an example for yourself of what good notes for this book will look like. You could also use Post-It notes to annotate your textbook since you cannot write in it.</p>	
<p>Reading Speed 11. While your teacher times you, read one page of the book, taking notes as you normally would while reading it for homework. How long did that take you? Now do the math: If your teacher tells you to read the opening section for tomorrow and this section is 10 pages long, how much time do you need to allot for your homework in this class?</p>	
<p>Concerns 12. After familiarizing yourself with this textbook, you may have concerns or questions. Getting these answered up front might help you read the textbook with greater success and confidence. Take this time to list any concerns you might have (e.g., reading speed, vocabulary).</p>	