

THINKING ON MY OWN

Video: Roachzilla

*Description Nonfiction Text Structure
(main idea and details)*

Josh wants to learn all the details about the Madagascar Hissing Cockroach before finishing his Godzilla-like monster movie. Make sure you gather more information as well. Be sure to watch **Roachzilla Returns**. Then continue your learning after viewing that video.



Compare Your Think Aloud with Eduardo's Think Aloud:

Eduardo's Think Aloud: "I am wondering what the word "manga" means? Since I've found the word in my graphic novel preface, I'm thinking it has something to do with comics. I'll continue reading to see if the author answers my question. Oh there it is in the first sentence. It means "comics" in Japanese. I notice the author used the signal word "also" to tell me that it is popular in Japan and the United States. I notice the author provides many *features* of manga reading including, reading top right to bottom left, reading all of the print - even speech bubbles, and reading back to front. Interesting! This paragraph really seems to *describe* the *features* of manga reading and writing.

I'll continue. I see the author provides a signal by writing, "in addition." I understand that the artwork or illustrations of manga are unique or different, too. I am expecting the author to share those *characteristics* of the illustrations in the remaining sentences. The characters look unique because of their large eyes, small mouths, dramatic hair, and long arms and legs. Those describe the characters' *features*. By using the signal word "also," I understand the author is *describing* more things. This time I learn about the emotions of characters. I learn about their *features* and their *attributes*, too. The words "for example" signal that I should read carefully by looking for an example. This paragraph really focuses on the *description of features* and *attributes* of the characters in manga.

As I begin the last paragraph, the first sentence makes me think that there must be several different kinds of manga. I'm thinking the author is going to *describe* them. I was right. The author tells me that there is manga for girls, boys, and young readers. Interesting! When I read that the most popular story lines are adapted to Japanese animation, I'm thinking that's important information to add to my graphic organizer, too. It really sounds like manga is growing all around the world. Manga clubs sound neat. I'll want to remember that these are places to share, trade, and talk about the books, so I record that on my graphic organizer. I wonder if we have any of those around here?"

Manga Mania

"Manga" (ˈmäŋ-gə) is the **Japanese word for comics**. Enjoyed by all ages in Japan, manga collections are **also rapidly expanding in U.S. libraries and bookstores**. Manga are read differently than comics published in the United States. The manga reader begins in the **top right-hand corner** and works his way down, **reading all print, including speech bubbles, right to left**. Books are **read back to front** as well.

In addition to differences in how the text is read,



Japanese manga have a **unique style of artwork** that helps communicate the story line. Manga artists draw **characters with large eyes, small mouths, dramatic hair and long legs and arms**. The illustrations **also** depict **characters** with

exaggerated emotions. When a manga character **cries, for example**, it **fills a bucket with tears**. **Anger** may be shown by **steam coming out of the character's ears**.

There are manga for **every kind** of reader. "**Shojo**" manga are **for girls**, while "**Shonen**" manga appeal **to boys**. **Young children** learning to read may begin with "**Kodomo**" manga. The **most popular story lines are sometimes adapted to Japanese animation, or "anime"**. In response to this genre's growing popularity, **manga clubs** provide a fun way for readers to **share, trade and talk** about what they're reading.



Compare your Graphic Organizer with Eduardo's Graphic Organizer:

Eduardo's Graphic Organizer: "Because the author is describing the topic or main idea by providing details, I use a description map."

Questions to Think and Talk About:

- How does Eduardo use the characteristics, features, attributes, and examples from the text to make sense of the topic?
- How does the *Description Graphic Organizer* help Eduardo determine important ideas?
- Why might this process help you make sense of text?
- When might this process be useful?

