Reading Informational Texts

Research has shown that older students struggle to comprehend informational, or nonfiction, texts due to a lack of exposure from an early age. The Common Core State Standards have increased the amount of informational texts that students will read, write, and consider, starting at a younger age. So what exactly is informational text?

Informational text is defined as text with the purpose of expressing information about the arts, sciences, or social studies. Informational texts include newspaper and magazine articles, online information, nonfiction books, textbooks, and reference materials. All Nomad Press books fall under one or more of the following categories of informational texts: literary nonfiction, expository, persuasive, or procedural.

- **Literary Nonfiction** texts are typically written much more like a story—like a fictional story—with a beginning, middle and end. Texts in this category include letters, speeches, essays, and biographies.
- **Expository** texts explain a specific topic. They often contain a table of contents, an index, or other navigational sections so that readers may read only the portions of the books that interest them.
- **Persuasive** texts provide evidence with the intent of influencing the beliefs or actions of the reader. They often include claims and evidence to support those claims. A persuasive text will attempt to change the reader's mind or opinion.
- **Procedural** texts offer step-by-step guidelines that describe how to complete a task. They usually include drawings and diagrams to illustrate the process.

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Books to Inspire Learning

TEACHERS' RESOURCE GUIDE

Essential Questions and Common Core Connections

Nomad Press offers concise resource guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways.

Knowing the purpose of a particular text and being able to identify what they want to learn will help students decide what information and ideas are most important to remember. Thinking about what they already know about a particular subject will enable students to connect new information to this prior knowledge. Previewing the text and identifying text features are crucial techniques for organizing information.

It is our goal that students learn to apply what they've learned to other texts, share their findings, and make inferences based on both new information and prior knowledge. In this way, their world will become both more fascinating and more richly explored.

Chemistry
Investigate the Matter that Makes Up Your World

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QUESTIONS TO ASK BEFORE READING

Chemistry

How does science impact your life?
How do people working alone or in groups solve everyday problems or learn through discovery?
What does scientific inquiry involve?
What kinds of questions can science answer?
What do you already know about renewable energy?
What are the text features? How do they support understanding of the content?
What do you do when you come to a word or phrase you do not know?

QUESTIONS TO ASK DURING READING

Chemistry

Why does the study of chemistry affect so many other fields of science?
How has chemistry improved your life?
What are the different properties of solids, liquids, and gases?
When do you encounter each of these states of matter? Why does matter need to change its phase?
Why do we have so many different kinds of matter if all matter is made of atoms?
Why is the periodic table useful?
What is the relationship between math and chemistry?
We discover new things in chemistry every day. Why is it important to realize this when studying science?
Why are chemical reactions useful? Name some examples of chemical reactions in your daily life.
What other areas of science involve the study of chemistry?
The book asks you to think critically about several different primary sources found online. Why is it important to look at primary sources, even when studying a science subject?
Why is it important to have a basic understanding of chemistry?

QUESTIONS TO ASK AFTER READING

Chemistry

What new information did you learn? How can you apply this information to your life?
How did this book improve your understanding of the topic?
Was there anything you learned that was surprising?
What words, phrases, or statements caught your attention?
How does this book compare to others you have read on the same topic?
How does the data support the author's perspective? Is the author convincing?
Did the author weave both fact and opinion into the book?
Do readers have the chance to make their own deductions?

COMMON CORE CONNECTIONS

For an explanation of these Common Core Connections, please visit:

nomadpress.net/resources/for-teachers/resource-guides

Grade: 7 Language
CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

Grade: 6-8 Science & Technical Subjects
CCSS.ELA-Literacy.RST.6-8.1,2,3,4,5,6,7,8,9,10

Grade: 7 Speaking & Listening
CCSS.ELA-Literacy.SL.7.1,1a,1b,1d,2,3,4,5,6

Grade: 6-8 Writing HST
CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10