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.

nomad press
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.

Forensics:
Cool Women Who Investigate

Distributed by Legato Publishers Group
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QUESTIONS TO ASK BEFORE READING

Forensics: Cool Women Who Investigate

Why read nonfiction?
How do we read nonfiction differently than fiction?
Why do authors write nonfiction?
How does an author create meaning in nonfiction texts?
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?
How do primary sources help you further understand?

QUESTIONS TO ASK DURING READING

Forensics: Cool Women Who Investigate

What is forensics? Why should forensics be used to determine a person's guilt or innocence?
Can you think of any technology you use that has improved in your lifetime? Has it made
your life better? How?
Why do you think people are inspired by fictional characters?
Why is it important to keep records of criminals? Do you think these records should be destroyed after the criminal has been released from jail? Do you think there are privacy issues at stake?
Why is it important for women to have the same career opportunities as men?
What has inspired you to pursue an interest? Do you see yourself holding that interest in the future?
When you have made a mistake, how have people responded to you? How were you able to learn from this mistake?
Why are mentors important? If you were a mentor to someone, what would you say to encourage them?
How is forensic science a creative field?

QUESTIONS TO ASK AFTER READING

Forensics: Cool Women Who Investigate

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?

COMMON CORE CONNECTIONS

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

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

Grade: 6 Language
CCSS.ELA-Literacy.L.6.3,3a,4,4a,4b,4c,4d,5,5b,6

Grade: 6-8 History/Social Studies
CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,8,9,10

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

Grade: 6 Speaking & Listening
CCSS.ELA-Literacy.SL.6.1,1c,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