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.

The Great Depression: Experience the 1930s from the Dust Bowl to the New Deal

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QUESTIONS TO ASK BEFORE READING

The Great Depression

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?

QUESTIONS TO ASK DURING READING

The Great Depression

Why do we still have economic depressions?
Do you know anyone who lived during the Great Depression? Do they have any habits that might have formed during the 1930s?
What are some of the reasons the stock market crashed in 1929?
If you had lived during the Great Depression, would you rather live in the city or the country? Why?
Can you think of examples from your own time when many people had to move because they needed food and shelter?
How were Herbert Hoover's presidency and Franklin Roosevelt's presidency different? Were there any similarities?
The WPA put writers and artists to work as well as tradesmen. Why? How did this benefit society as a whole?
Why were there so many new inventions in the 1930s, even as the population struggled?
Do you think the Great Depression could happen in your lifetime?

QUESTIONS TO ASK AFTER READING

The Great Depression

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?
How did the author use primary sources? Were these helpful to your own understanding of the topic?

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.6.3,4,4a,4c,4d,5,5a,5c,6

Grade: 6-8 History/Social Studies
CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

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.6-8.2,4,6,7,8,9,10