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.

Survival

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QUESTIONS TO ASK BEFORE READING

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Why read nonfiction?
How do we read nonfiction differently from fiction?
Why is it important to learn about history?
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 are the maps useful to discovering the meaning of the text?

QUESTIONS TO ASK DURING READING

Survival

Why do people become explorers even when it puts their lives in danger?
Would you become an explorer? Why or why not?
How is exploring different now than it was at different times during history? How is it the same?
Why do people leave the safety of their homes to travel to unknown places? What is important to them?
What would the world be like if people didn't have the urge to explore?
If you were going on a dangerous journey and didn't know how or when it would end, what would you take with you, besides food and other necessities?
There are species of animals that are cannibals. Why is this an abhorrent practice to humans?
What keeps people trying to survive after a disaster?
Have you ever been in an emergency or disaster? What gave you hope?
What effect do the people you're with have on your ability to survive disasters?

QUESTIONS TO ASK AFTER READING

Survival

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 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: 5 Language
CCSS.ELA-Literacy.L.5.3,4,4a,4b,4c,5,5a,6

Grade: 5 Reading: Foundation Skills
CCSS.ELA-Literacy.RF.5.3,3a,4,4a,4c

Grade: 5 Reading: Informational Text
CCSS.ELA-Literacy.RI.5.1,2,3,4,5,6,8,9,10

Grade: 5 Speaking & Listening
CCSS.ELA-Literacy.SL.5.1,1a,1c,1d,2,3,4,5,6

Grade: 5 Writing
CCSS.ELALiteracy.W.5.2,2a,2b,2c,2d,2e,7,9,9b,10