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 Holocaust: Racism and Genocide in World War II

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QUESTIONS TO ASK BEFORE READING

The Holocaust

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?
What do you already know about the Holocaust?

QUESTIONS TO ASK DURING READING

The Holocaust

Have you ever heard the saying, "History repeats itself?" Do you think this is true? Why or why not?
Have you ever encountered or witnessed anti- Semitism? What were the circumstances?
Could a man like Hitler gain control in a democratic country today? Why or why not?
Why were the Nazis able to take control of Germany without much resistance on the part of the populace?
Why was it easier to carry out extreme mistreatment of a vast number of people in wartime than in peacetime?
Why do you think the other countries of the world didn't do more to stop Nazi Germany from taking control of other European countries?
Do you think the Holocaust could happen again? How can we ensure that it doesn't?
Can you think of immigrant populations that are having trouble finding places to resettle in today's world? Do some research on current refugee crisis. What is different about their situation? What is similar?

QUESTIONS TO ASK AFTER READING

The Holocaust

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: 11-12 Language
CCSS.ELA-Literacy.L.11-12.4,4a,4c,4d,5,5a,5b,6

Grade: 9-10 Language
CCSS.ELA-Literacy.L.9-10.4,4a,4c,4d,5,5a,5b,6

Grade: 9-10 History/Social Studies
CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

Grade: 9-10 History/Social Studies
CCSS.ELA-Literacy.RH.9-10.1,2,3,4,5,6,7,8,9,10

Grade: 11-12 Speaking & Listening
CCSS.ELA-Literacy.SL.11-12.1,1a,1b,1c,1d,2,3,4,5,6

Grade: 11-12 Writing HST
CCSS.ELA-Literacy.WHST.11-12.1,2,4,6,7,8,9,10