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.

Great Escapes

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QUESTIONS TO ASK BEFORE READING

Great Escapes

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?
Are the images useful for readers? Why or why not?

QUESTIONS TO ASK DURING READING

Great Escapes

What drives people to explore dangerous places they might never return from?
How does the history of slavery in the United States influence today's world?
How did the end of slavery change the lives of African Americans?
How did people try to work together to escape the horrors of the Holocaust?
Do you think the Holocaust could happen in today's world? Why or why not?
Are isolated prisons like Alcatraz useful in the effort to stop crime? Why or why not?
Were people right to try and help friends from East Germany escape communist rule?
How did the fall of the Berlin wall affect the world? What might the world be like if the berlin wall still separated Germany into two parts?
Why are people interested in stories of historical adventure?
Do people today learn from mistakes of the past? How?

QUESTIONS TO ASK AFTER READING

Great Escapes

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.5.3,3b,4,4a,4c,5,5a,5b,5c,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.5.1,2,3,4,5,6,7,8,9,10

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

Grade: 5 Writing
CCSS.ELA-Literacy.W.5.1,2,3,4,8,9,9a,9b,10