

# INFORMATIONAL TEXT

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# STANDARDS AND OBJECTIVES

## ✕ **Course Level Expectations**

- ✕ **CLE 3003.6.1** Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.
- ✕ **CLE 3003.6.2** Analyze the organizational structures of complex informational and technical texts.
- ✕ **CLE 3003.6.3** Read, interpret, and analyze graphics that support complex informational and technical texts.

## ✕ **Checks for Understanding (Formative/Summative Assessments)**

- ✕ **3003.6.1** Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts.
- ✕ **3003.6.2** Summarize, paraphrase, and critique information in texts (informational, technical, and literary).
- ✕ **3003.6.3** Recognize clear or subtle and implied relationships among ideas (e.g., cause-effect, comparative, sequential) in complex informational and technical texts.
- ✕ **3003.6.4** Synthesize information across multiple complex informational and technical texts.
- ✕ **3003.6.5** Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
- ✕ **3003.6.6** Evaluate the ways in which the unconventional organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
- ✕ **3003.6.7** Comprehend and evaluate complex information presented graphically.
- ✕ **3003.6.8** Evaluate complex informational and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.
- ✕ **3003.6.9** Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.

## ✕ **State Performance Indicators**

- ✕ **SPI 3003.6.1** Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
- ✕ **SPI 3003.6.2** Analyze information presented graphically in a complex informational or technical passage.
- ✕ **SPI 3003.6.3** Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
- ✕ **SPI 3003.6.4** Synthesize information across multiple complex informational or technical texts.



# IMPORTANCE TO READING INFORMATIONAL TEXT

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- ✖ Provide background on various topics
- ✖ Make connections to or between topics
- ✖ Provide research (information) on many topics
- ✖ Develop synthesis on information
- ✖ Provide a visual to topics
- ✖ Lend importance to parts of information
- ✖ Encourage questions for further learning

# PIECES AND PARTS OF INFORMATIONAL TEXT

IT

## Informational Text Features

*Informational text features help the reader more easily navigate and comprehend the content.*

### Print Features

Guide readers through the patterns of organization

Feature	Helps the Reader...
<b>Table of Contents</b>	Identify key topics in the book and the order they are presented
<b>Index</b>	See everything in the text listed alphabetically, with page numbers
<b>Glossary</b>	Define words contained in text
<b>Preface</b>	Set a purpose for reading, get an overview of the content
<b>Pronunciation Guide</b>	Say the words
<b>Appendix</b>	Offers additional information

### Illustrations

Expand the meaning of the text

Feature	Helps the Reader...
<b>Photos</b>	Understand exactly what something looks like
<b>Drawings</b>	Understand what something could or might have looked like
<b>Magnification</b>	See details in something small

### Organizational Aids

Help readers find important information

Feature	Helps the Reader...
<b>Bold Print</b>	By signaling the word is important and / or found in the glossary
<b>Colored Print</b>	Understand the word is important
<b>Italics</b>	Understand the word is important
<b>Bullets</b>	Emphasizes key points or concepts
<b>Titles</b>	Locate different categories in the text
<b>Headings</b>	Identify topics throughout the book as they skim and scan
<b>Subheadings</b>	Navigate through sections of text
<b>Captions</b>	Understand a picture or photograph
<b>Labels</b>	Identify a picture or photograph and / or its parts
<b>Sidebar</b>	Gather additional or explanatory information

### Graphic Aids

Represent information in some specific way

Feature	Helps the Reader...
<b>Diagrams</b>	Understand a more detailed or simplified view of the information
<b>Flow Diagrams</b>	Understand a complex sequence of movements or actions
<b>Sketches</b>	Visualize an important concept
<b>Comparisons</b>	Understand the size of one thing by comparing it to the size of something familiar
<b>Graphs</b>	Understand relativity between elements
<b>Figures</b>	Combine text information with graphical aids
<b>Maps</b>	Understand where things are in the world
<b>Charts / Tables</b>	Summarize / compare information
<b>Cross-sections</b>	Understand something by looking at it from the inside
<b>Overlays</b>	Understand additional information
<b>Time-lines</b>	Understand the sequence of time.

Created by Laurie Larsen. <http://t4.jordan.k12.ut.us/cbl/images/litfac/binfo.pdf>

# EXAMPLE

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- ✖ See the model articles on Year-Round Schools; read the article given to you and respond to the following questions.
- ✖ Be prepared to discuss the material as a class.
- ✖ You each have different articles about the same topic.



# For your thinking and planning . . . .

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- ✖ What is the author's purpose for writing this article? (what did the author want the audience to support / understand?)
- ✖ What is the main focus of the article? (not the topic, but the focus)
- ✖ What facts / statistics are provided?
- ✖ Is there an emotional or logical appeal to the audience?
- ✖ What statements support the author's main idea?
- ✖ What is the most important idea in this selection?
- ✖ What else could the author have included?

# Sources

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- ✖ *IT* chart created by Laurie Larsen.  
[http://t4.jordan.k12.ut.us/cbl/images/litfac/binf  
o.pdf](http://t4.jordan.k12.ut.us/cbl/images/litfac/binf%20o.pdf)
- ✖ [mmc.edzone.net](http://mmc.edzone.net)
- ✖ Pennsylvania Assessment System  
*Classroom Connections*, 2005
- ✖ Rita Maddox, Language Arts Consultant at  
rmaddox@edzone.net