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Teacher Tips

**Informational Text Types:** When I started putting this packet together I wanted to understand the difference between nonfiction and informational text. Many people use them synonymously and I found that the experts don’t agree on the definitions of these terms. So, I decided to go with the term Informational Text.

**Anchor Chart:** For the anchor chart I’ve used this definition: *Informational text is written to give information. The text might be informing, explaining, persuading or giving directions.* The anchor chart then has four spaces to define the four types of informational text: narrative, expository, persuasive and procedural. Three versions of the anchor chart are included, one with the 4 types defined, one without the definitions so you can write them in as you go through an introductory lesson, and one with only Informational Text defined so you can decide the layout for the rest of the information.

**Activity:** Informational Text Museum Walk Students will explore different texts as they learn about the four types of informational texts. For this activity you’ll need different examples of informational text. The examples can be books or copies of text from books, magazines, articles, etc. This chart might help you round up your text samples.

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Expository</th>
<th>Persuasive</th>
<th>Procedural</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture books</td>
<td>text books</td>
<td>speeches</td>
<td>cookbooks</td>
</tr>
<tr>
<td>The Story of Ruby Bridges by Robert Coles</td>
<td>tourist pamphlets</td>
<td>advertisements</td>
<td>how-to manuals</td>
</tr>
<tr>
<td>Henry’s Freedom Box by Ellen Levine</td>
<td>magazine articles</td>
<td>editorials</td>
<td>user guides</td>
</tr>
<tr>
<td>The Seasons of Arnold’s Apple Tree by Gail Gibbons</td>
<td>interviews</td>
<td>movie or book reviews</td>
<td>craft directions</td>
</tr>
<tr>
<td>Biographies</td>
<td>Newspaper: sports, weather, business sections</td>
<td>political ads</td>
<td>game directions</td>
</tr>
<tr>
<td>Memoirs</td>
<td>Expository</td>
<td>Persuasive</td>
<td>Procedural</td>
</tr>
<tr>
<td>News Articles: human interest</td>
<td>Persuasive</td>
<td>Persuasive</td>
<td>Procedural</td>
</tr>
<tr>
<td>Personal Accounts of historical events</td>
<td>Persuasive</td>
<td>Persuasive</td>
<td>Procedural</td>
</tr>
</tbody>
</table>

You’ll also need a museum display (piece of informational text) for every student. The museum display can be a book, opened or marked for a specific page, or a photo copy of a page from a book or text. If students work in pairs, you’ll need one display for each pair of students. Place the museum displays and signs around the room. On the sign write a display number or letter and a name for the text. These display numbers or letters and names will help students keep track of which displays they’ve read. They’ll also be handy when you discuss the texts after the museum walk.

Before you begin the Museum Walk, show students the path they will be following through all the displays. Each student or pair of students will begin at a different display so they’ll need to know where their next display will be. After the walk gets going they should notice which student they are following and know to go to that display next.

To begin the activity have students go to one of the museum displays. Have them write the display number or letter and the name of the text on their recording sheet. Then ask them to examine the text and determine if it is narrative, expository, persuasive or procedural. For student convenience, these four types are described at the top of the recording sheet. Next, have students write a sentence or two to justify why they think it’s that text type. After a few minutes, when all students have had time to fill in their recording sheet ask them to move to the next display. Show them the designated path they should follow.

When students have been to every display, spend some time talking about each display and the type of text. Make sure you make note of the characteristics that help us know specific text types.

**Flip Flap:** This flip-flap is divided into 4 sections; narrative, expository, persuasive and procedural. Under the flap students can write descriptors and/or examples of different texts.
**Learning About Text Features**: The text features are divided into four categories; organize (table of contents, index, glossary, headings, subheadings), graphics (photographs, illustrations, diagrams, labels, captions), fonts (bold, italics, color, size, underline), and facts (maps, tables, graphs, timeline, text box).

**Anchor Chart**: Three anchor charts are included. One completely filled in, one with just the categories, one without categories so you can fill in the text features you want, in the way you want.

**Activity: Hot on the Trail, Searching for Text Features** Two different versions of the worksheet are included; one with the features filled in and one blank so you can choose the text features you want your students to look for. For this activity you’ll need to find informational texts that have the text features you want your students to find. Make sure that all the text features can be found in at least one of the texts you use. All of them may not be in every text, but students should be able to find them in at least one of the texts.

One way to do this activity is in a “pass the text” way. Put students in groups of 2 or 3, but they can all work on their own. Make sure you have enough texts so each group has one text to begin the activity. After the worksheet is distributed and directions read and explained, give each group one text. Let them look through the text for about 5 minutes. When the students find a text feature they write down the name of the text and the page number where it was found. At the end of the time, the texts are passed on to the next group. Continue until each group has looked through each text, or until each group has their chart filled. Then you can use a document camera to display a sample of each text feature found by the students.

This activity would also work well in a literacy center. Have a selection of informational text and the worksheets ready. Students can search through the text during their center time and write down the name of the text and page number.

**Flip Flap**: This flip-flap is intended to simply identify the different types of text features. The next section goes into more detail about each text feature. Under each flap the students list the types of text features.

The next set of anchor charts, activity and Flip-Flaps go into more detail about the types of text features. In this section your students will learn more about the text features and how they help readers.

**Anchor Charts**: There are four different anchor charts, one for each category. Organize, Graphics, Fonts and Facts. Each chart has three versions; one complete, one with headings and one with only the title. When you’re introducing each anchor chart make sure you use real texts to show the text features from the chart. Using a social studies or science text book is a great way for students to have a text in common to find the text feature you’re discussing. With each student having a text you can direct them to specific pages during your discussion.

**Activity**: Students will put together a mini-book. The pages of the mini-book have all the text features from the four anchor charts. After the four charts are displayed and discussed students can put the mini-book together.

Two versions of a student reference page is included. One is a full page to go in a binder or folder and the other is smaller so it can be cut out for an interactive notebook.

**Flip Flap**: Four Flip Flap pages are included for Text Features. Under the flaps students can describe the text feature and/or tell how the feature helps them understand the text.
**Reading Informational Text:** Now that students know about the text features that are found in informational text, they’re ready to start reading and enjoying all the wonderful nonfiction texts out there! This section has ten different graphic organizers that will help students read more deeply and organize their thinking as they read. The organizers do not need to be introduced in any particular order. Pick and choose the one that matches your learning goals.

Each organizer has a full page, Print-n-Go, version and a Flip-Flap or organizer for interactive notebooks.

- **Thinking About the Text:** students write the main idea and two pieces of evidence to support the main idea.
- **Read and Recall 3-2-1:** students write 3 things they learned, 2 interesting facts and 1 question they still have.
- **V.I.T. (Very Important Text):** has spaces to write words, facts and questions from the text.
- **A.R.E.A. (ask, read, evidence, answer):** On this organizer students (or the teacher) ask a question and then read and search for evidence to support their answer.
- **Get the Picture:** On this organizer students sketch an illustration that shows what they learned and then write a summary.
- **Cause and Effect:** space is provided to write a cause and then two effects.
- **Sequence Chart:** Two versions are included, one for a sequence of 4 events and one for 6 events.
- **Stop and Jot Notes:** this organizer is a place for students to gather sticky notes as they read. The notes can go into four categories—facts, words, figured out and still curious.
- **Compare and Contrast:** this Venn diagram has room for two topics. Students write facts for each topic and in the center, things they have in common.
- **Know, Know, Know Chart:** This organizer is similar to a KWL chart, but emphasizes that a student needs to read and find evidence before they truly know something. Many times students think they know a fact about a topic, but then find out their prior knowledge may not have been totally accurate. Students write down things I think I KNOW and things I want to KNOW. Then after reading and finding evidence, those facts may then be moved into the I know I Know section.

A page of Journal Response Stems is included for students to use in their reading or learning journals.

**Show What You’ve Learned about an Informational Text**

A choice board with eight projects is included. You can let students choose their project or choose one specific project for a whole class assignment.

- **Magazine Article:** students write a 5 paragraph article about a specific topic.
- **Museum Poster:** students design a poster to enter in a museum poster contest.
- **Five False Facts:** ten fact cards are filled out, five are true, but 5 are false. Then a classmate sorts the facts.
- **Magazine Cover:** students design a cover for a magazine.
- **Picture Dictionary:** After choosing 10 to 20 words, students draw a picture, write a definition and a sample sentence for each word.
- **Travel Brochure:** a brochure about a location for their topic is chosen. The brochure will contain 5 different things to highlight or things to do at that location.
- **Pop-Up Display:** a pop-up display is created and then a small accordion fact book is added.
- **Game Board:** students write question/answer cards and color in a game board for their topic.
Directions for printing large Anchor Charts

If you would like to print larger anchor charts it’s simple to do with Adobe Reader.

1. Choose the page you want to print.
2. Choose Print from the file menu.
4. Choose Poster.
5. Choose size (I usually choose 200%).
6. Click Cut marks.
6. Look here to see how many sheets of paper it will be.

Print, cut on marks and tape or clue the pieces to make a poster-size anchor chart.
Informational text is written to give information. The text might be informing, explaining, persuading or giving directions.

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>tells accurate and factual information in more of a story format</td>
<td>written to give information, describe or explain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persuasive</th>
<th>Procedural</th>
</tr>
</thead>
<tbody>
<tr>
<td>written to persuade, or get you to agree with a viewpoint or opinion</td>
<td>written to give directions or steps on how to complete a task</td>
</tr>
</tbody>
</table>
Informational text is written to give information. The text might be informing, explaining, persuading or giving directions.

What is it?

Narrative           Expository

Persuasive           Procedural
Informational text is written to give information. The text might be informing, explaining, persuading or giving directions.
Museum Stop Signs: Fold on dotted lines. Top and bottom sections overlap and glue together to make tent display sign.

---

**Informational Text**

**Museum Walk**

Display __________

name of text ____________________________

---

Info Text Toolbox © 2015 Debbie Crockett
As you tour the Informational Text Museum, stop and look at each text display. Think about what type of information is in the piece. Write down the name of the text and circle the type of text; narrative, expository, persuasive or procedural.

Narrative—tells accurate and factual information in more of a story format

Expository—written to give information, describe or explain

Persuasive—written to persuade, or get you to agree with a viewpoint or opinion

Procedural—written to give directions or steps on how to complete a task

<table>
<thead>
<tr>
<th>Display</th>
<th>name of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think this is an example of (circle one) narrative expository persuasive procedural</td>
<td></td>
</tr>
<tr>
<td>How I know:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
<tr>
<td>How I know:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Text Features have Special Font

**Bold**
words stand out on the page.

**Italics**
words show they’re important.

**Underlined**
words should not be ignored.

**Color**
words are easy to see.

**Size**
gives words emphasis.
Text Features have Special Font
Text Features have Special Font
Text Features have Special Font

Bold

Italics

Color

Size

Underline
V. I. T. (Very Important Text)

Text Title: ____________________________________________

Author or Publisher: ____________________________________ Pages: __________

V. I. W. (Very Important Words)

V. I. F. (Very Important Facts)

V. I. Q. (Very Important Questions)

I read and used these text features:

- table of contents
- index
- glossary
- headings and subheadings
- photographs
- illustrations
- diagrams
- maps
- special fonts
- graphs
- labels and captions
- timeline
- tables or charts
<table>
<thead>
<tr>
<th>V. I. T.</th>
<th>V. I. W.</th>
<th>V. I. F.</th>
<th>V. I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Very Important Text)</td>
<td>(Very Important Words)</td>
<td>(Very Important Facts)</td>
<td>(Very Important Questions)</td>
</tr>
</tbody>
</table>

Text Title: 

Author or Publisher: Pages: 

V. I. T. 

V. I. W. 

V. I. F. 

V. I. Q. 

V. I. T. (Very Important Text)
You've been chosen by Kid's Weekly News to write an article for their magazine. The article should be 5 paragraphs long. After reading an informative (nonfiction) book about something you find fascinating you can begin to plan your magazine article. Here are the steps for this project:

- Read an informational book.
- Write the Main Topic (what the book is mainly about) in the Prewriting box below.
- Decide on your 3 subtopics.
- Organize your information on the 4-Square planner.
- Write your five paragraph article. (introduction, topic 1, topic 2, topic 3, conclusion)
- Write the final copy on the Magazine page, along with an illustration.

### Project Steps Check List

<table>
<thead>
<tr>
<th>Category</th>
<th>Check When Complete</th>
<th>Check When Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prewriting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Topic</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>3 Subtopics</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Use 4-Square</td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

| **First Draft**   |                     |                     |
| Use 4-Square      |                     | •                   |

| **Revise**        |                     |                     |
| Are ideas clear?  |                     | •                   |
| Article interesting facts? | • | |
| Boring words avoided? | • | |

| **Edit**          |                     |                     |
| Spelling          |                     | •                   |
| Capitalization    |                     | •                   |
| Punctuation       |                     | •                   |
| Grammar           |                     | •                   |

| **Final Copy**    |                     |                     |
| Rewrite final copy |                     | •                   |
| Add illustration  |                     |                     |
Thank you to these talented people who allow us non-artistic people to use their work in our products!

<table>
<thead>
<tr>
<th>Scrappin Doodles</th>
<th>Julie Phillipps</th>
<th>MarioDee Designs</th>
<th>Graphics from the Pond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jen Jones ... Hello</td>
<td>Krista Walden</td>
<td>KPM Doodles</td>
<td>Phillip and Gary Martin</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracie’s Graphics</td>
<td>Educlips</td>
<td>Charlotte’s Clips</td>
<td>A Sketchy Guy</td>
</tr>
<tr>
<td>The Enlightened Elephant</td>
<td>Annie Lang</td>
<td>Whimsy Clips</td>
<td>Kimberly Geswein Fonts</td>
</tr>
<tr>
<td>Melonheadz</td>
<td>Mad Clips Factory</td>
<td>Cara’s Clips</td>
<td></td>
</tr>
</tbody>
</table>
More Great Ideas

from Crockett's Classroom

Reading
Find the Evidence
Task Cards
Literary Text
Informational Text

Close Reading
Discussion Cards for multiple readings
plus Graphic Organizers

Fourth Grade Interactive Notebook
RL and RI CCSS

Third Grade Interactive Notebook
RL and RI CCSS

Math Project

God Keeper