

Reading and Writing Informational text in the Primary Grades **By Nell K. Duke and V. Susan Bennett-Armistead**

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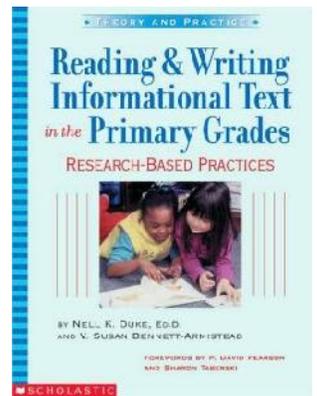
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Reading and writing informational text in the primary grades. New York: Scholastic. Kagan, S. (2009). Is narrative "primary"?: Some insights from kindergartners' pretend readings of stories and inform books. *Journal of Reading Behavior*, 25, 97-129. Pearson, P.D. (2003). Foreword. In Duke, N., & V.S. Bennett-Armistead (Eds.), *Reading & writing informational text in the primary grades*, 8-9. Schwartz, S. & Bone, M. (1995) *Retelling, Relating, Reflecting: Beyond the 3R's*. OISE Press: Toronto. This book includes: a rationale for using informational text in the primary grades, a framework for using informational text, how to create shared reading and read aloud experiences, how to scaffold Duke and Bennett-Armistead explore the use of informational text in the primary grades to meet the rigor of the common core. I read this book as a required text for a nonfiction reading strategies course I taught and enjoyed the examples of students work and teacher practice that the authors included throughout. Experienced teachers could learn from this book, but I think it is probably especially powerful for young teachers. ...more.

For close reading of informational text in primary grades, the initial read is typically completed by the teacher rather than the student (Fisher & Frey, 2014). Annotations might be made using sticky notes rather than writing directly on the text. ...Â The purpose of this exploratory study was to investigate whether and how elementary studentsâ€™ applications of comprehension strategies overlapped with their application of engineering design processes. The authors provided comprehension strategy instruction to 57 third- and fifth-grade students as they read texts describing problems that could be solved through engineering. The authors used constant comparative methods to analyze studentsâ€™ comments from small-group and whole-class discussions about the texts. Why Use Informational Texts. Leveled Books and their accompanying lesson plans, worksheets, comprehension quizzes, and discussion cards help teach students the skills and strategies to successfully read and comprehend informational text. Studies show that only 7-15% of classroom time is spent studying informational text. Yet by sixth grade, most of what students are required to read is nonfiction. What's more, 80% of all adult reading is devoted to expository or nonfiction text. Success with informational text is critical to students' future success in higher education and the workpl Reading and writing informational text in the primary grades: Research based strategies. New York, NY: Scholastic. Hoyt, L. (2002). Make it real: Strategies for success with informational text. Portsmouth, NJ: Heinemann. Book Study Ideas. â€¢ Begin a book study with a group. â€¢