Reading and Writing Informational Text in the Primary Grades  
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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. The purpose of this exploratory study was to investigate whether and how elementary students' 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 students' 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 workplace. Hoyt, L. (2002). Make it real: Strategies for success with informational text. Portsmouth, NJ: Heinemann. Book Study Ideas. Begin a book study with a group.