

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

Chapter 1:

Why Include Informational Text in the Primary Classroom

- Pg. 17 what is informational text?

Chapter 2:

A Framework for Weaving Informational Texts Into the Primary Classroom

- Pg. 38 Selecting Informational Text

Chapter 3:

Shared Reading and Read Aloud

- Pg. 51 Tips for Selecting informational text for read aloud and shared reading
- Pg. 54 3 Strategies
 - Experience-Text-Relationship
 - Instructional Conversations
 - Think Alouds
- 8 Great Information Books For Read Aloud and Shared Reading
Bring to show and talk about with ideas from page 65

Chapter 4:

Guided Reading

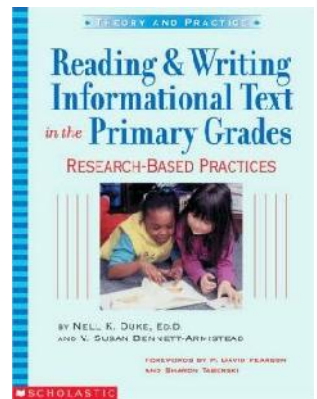
- Example from one teacher – pg. 72
- Grouping Ideas – pg. 80
- 3 Instructional Strategies
 - Reciprocal Teaching
 - Collaborative Strategic Reading
 - Idea Circles

Chapter 5:

Independent Reading

- Research Says – pg. 101
- Incorporating info text – letter to parents – silent reading bags- reading to younger students
- Strategies
 - Repeated Reading – pg.114
 - Retelling – pg. 121
 - Writing Reviews – pg. 124

Chapter 6: Writing – Use with Writing to Sources Kit



Chapter 7: Content Area

- Ideas from different grade level teachers – K, 1, 2, 3, Title,
- Selecting Books
- 3 Strategies

Vocabulary – pg. 182

- Semantic Word Maps
- Concept Wheels
- Concept of Definition
- Explaining Words in Context – Context Clues

Organizing Information – pg. 188

- Venn Diagrams
- Hierarchical Maps
- Flow Charts
- Flow Charts
- Lists
- KWL

Questioning the Author – pg. 191

Chapter 8: The Classroom Environment

- Creating classroom libraries, dramatic play areas

Chapter 9: Challenges of Using Informational Text

Chapter 10: Professional Discussions and Development

Appendix A: Resources for Locating Good Information Books for Young Children – websites and books

Appendix B: Professional Books

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.