**Reading & Writing Informational Text Strategies**

Because the ELA classroom must focus on literature (stories, drams, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place both in English classes *as well as* other content areas. To ensure students’ growth toward college and career readiness, the distribution of informational reading and writing should correlate with the National Assessment of Educational Progress’s Reading and Writing Frameworks which follow.

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

| **Grade** | **Literary** | **Information** |
| --- | --- | --- |
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

*(2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.*

**Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

| **Grade** | **To Persuade** | **To Explain** | **To Convey Experience** |
| --- | --- | --- | --- |
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

*Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress.*

Writing Standard 9 for grades 4th - 12th grade requires students to be able to write about what they read. They must **draw evidence from literary and or informational texts to support analysis, reflection, and research.**

Students must be provided ample opportunities to build comprehension through independent annotation exercises and collaborative conversations. The following graphic organizers can assist in providing that kind of needed support. Additional resources can be found on the district website (Departments → English Language Arts → Secondary).