Introduce the Genre: Informational Reports

**Mentor Text**

**Objectives**

**Concepts About Print**
- Apply print concepts and conventions during writing.

**Oral Language and Grammar**
- Retell information orally.
- Use nouns, verbs, adjectives, and personal pronouns.

**Purposeful Phonics Connections**
- Apply phonics knowledge to encode unknown words.
- Write high-frequency words.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Analyze the features of a personal narrative.

**Writing**
- Plan and write a personal narrative.
- Demonstrate writer’s voice.

**Materials**
- Mentor big books: *Informational Reports; Personal Narratives*
- Personal Narratives anchor chart (from Week 15)
- Personal Narratives graphic organizer (BLM 1)
- Interactive whiteboard resources

**1. Focus (15 minutes)**

Display the cover of *Informational Reports* using the big book or interactive whiteboard resources. Read aloud the title and author names. Use the following questions to activate students’ knowledge and initiate a background-building discussion:
- What do you see on the cover? What are some things you know about dinosaurs?
- The title of this book is Informational Reports. What is a report?

Explore the title page together. Then say: *In this unit we’re going to learn how to write informational reports. We’ll explore many nonfiction topics and learn how writers find out facts and organize their reports to help others learn. Today I’m going to read to you about reports. Follow along as I read.*

Read aloud the text on pages 2–7 in a fluent, expressive voice as you point to each word. Ask students to follow along as you read. Follow students’ lead in discussing the information as you pause after each page. Use the discussion prompts below.

**After reading page 2. Say:** *Topic is an important word. A topic is the subject of a report. It’s what a report is about.*

**After reading page 3. Ask:** *What does this page tell us about why people write reports?* (Allow responses.) People want to share what they have learned. Look at the picture of the girl on this page. What topic did she learn about? What are some things you know about this topic? (Allow responses.)

**After reading page 4. Say:** *The text at the top of this page tells us about reports. The text at the bottom is an example of a report that someone has written about insects. What is the topic? What does this page tell us to do first when we want to write a report?* (Allow responses.) *That’s right. We need to read books to find out about a topic.*

**After reading page 6. Say:** *This page tells us that we write facts in our nonfiction texts. What are some facts we read about insects on this page?* (Allow responses.)

**After reading page 7. Ask:** The following questions and allow time for students to respond:
- Who remembers what the word *topic* means?
- What does the word *fact* mean?
- What is the topic of the nonfiction text we read on these pages?
- What are some facts we learned about the topic?
Put the big book aside. **Say:** Tomorrow we will read some reports that students wrote about insects. While we’re learning about reports, we’ll keep writing personal narratives.

Based on students’ progress in personal narratives, emphasize a skill or strategy they still need to practice. **Say:** Today I want you to pay special attention to ______. Provide a quick review as needed using the Personal Narratives big book or a saved draft of a personal narrative you previously modeled. **Say:** Remember to use our Personal Narratives anchor chart, too. I will be here to help you if you need me!

### 2. Rehearse (5 MINUTES)

Ask students to turn to their partners. **Say:** Think about an event in your life. Tell the beginning, middle, and end of your story. Remember to include the characters, setting, problem, and resolution.

### 3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Give each student a copy of BLM 1. Allow students to plan and write at their own pace. Ask questions as needed to help them develop their personal narratives. Reinforce the editing and revising strategies they have learned (checking for correct uppercase letters, end punctuation, and complete sentences; checking for descriptive words, writer’s voice, and overused words). Encourage students to get help and ideas from one another as you continue to support their growing skills.

### 4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to read aloud their personal narratives. Ask other students to identify each story’s problem and resolution.
- As students listen to the personal narratives read aloud, ask them to think about what they like about the writing. Encourage them to share their thoughts with the group. Discuss ways the personal narratives could be made even better.
- Ask volunteers to share some of the questions they asked themselves as they wrote their personal narratives.

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### Sample Responsive Conferring Prompts to Support and Scaffold Writers

#### Goal Oriented
- I will use words such as ______ to show how I feel.
- I could describe ______ with the word ______.
- I will make sure each sentence is a complete thought.

#### Directive and Corrective Feedback
- Tell me the problem. Tell me how the problem will be resolved. Now write that.
- Would ______ help express your voice?
- Tell me some words to describe ______. Now write one of those words in your sentence.
- Do you use the same word several times? What word could you use instead?

#### Self-Monitoring and Reflection
- What makes a sentence complete? Check that you wrote complete sentences.
- How could you fix that to make it sound even better?
- What word could you use in place of ______?
- How does this part show your own special style of writing?

#### Validating and Confirming
- You told a problem and how you resolved it!
- Strong writers ask questions about their sentences. I like that you did that, too!
- You used the word ______! I like the way you figured that out!
- You fixed ______! Good thinking!

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### Teacher Tip

Begin collecting informational reports from primary grade magazines. Use these as read-alouds throughout the day and make them available in your classroom library for independent exploration.