1. Focus

Introduce the Mentor Informational Report

Say: To learn more about becoming informational report writers, we can read or listen to informational reports by other authors. Today I’m going to read an article titled “Chocolate Chip Cookies.” As we read the text, we will talk about key features that are important parts of informational reports.

Read aloud the title of the mentor text. You can also display the informational report using the interactive whiteboard resources.

Say: The title of the article is “Chocolate Chip Cookies.” What do you think this report will be about? Allow students to share their predictions or “I wonder” questions on what the text might be about.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the article, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose), to highlight key features of an informational report:

1. Informational reports have strong beginnings, or leads, that hook readers.
2. Graphic features, such as photographs and maps, support the facts in an informational report.
3. Informational reports have strong nonfiction endings that make readers think.

Strong Lead

Page 6, after first paragraph. Say: Right from the start, I’m interested in learning more. For one thing, it’s fun to read about cookies. For another, I never thought chocolate chip cookies were invented by accident. The author starts with a question that “hooks” me, or grabs my attention. It makes me want to keep reading to find out how the cookies were invented. A strong beginning, or lead, such as this helps a report writer get readers interested in a topic.

Graphic Features

After reading page 6. Say: There are photographs showing Ruth Wakefield and her book of recipes. Including graphic features in an informational report helps readers see and connect with information from the text.

Graphic Features

Page 9, before last paragraph. Say: At the bottom of the page I see a map. It shows Europe, Northern Africa, and part of the Middle East. (As you speak,
point to the key areas on the map.) This map shows important places that are described in the text. It shows Rome, where crackers came from in the third century. It shows Persia—which was where the country of Iran is now—where cakes were served by the seventh century. The sailing ships on the map—one coming from England, one coming from Scotland, and one coming from Holland—represent the tea cakes, shortbread, and koekje that came from these countries to the United States. The arrows show that the ships moved toward America. This map helps me better understand the facts from the text.

### Strong Nonfiction Ending

After reading page 9. Say: This ending tells me to think about the history of cookies the next time I eat one. So it really does give me something to think about. Before I read this report, I didn’t know about the history of cookies.

### 2. Rehearse

**Respond Orally to the Mentor Informational Report**

After reading, invite students to share their personal reactions to the text by asking questions such as:

- How did the map and photographs add to your understanding of the report?
- Would you want to read more about this topic after reading this report? Why or why not?

If necessary, model the following sentence frames to support ELs and struggling students:

- The map and photographs helped me because ______.
- I would read more about chocolate chip cookies because ______.

### 3. Independent Writing and Conferring

**Say:** We just learned about some features of informational reports. We learned that you can get your readers’ attention at the start with a strong sentence or question. We also learned that graphic features can help readers understand a topic. And we learned that at the end of a report, we want to sum up and leave our readers with something to think about.

Encourage students to respond to the mentor article by telling which feature they liked the most: the strong lead, the graphic features, or the strong ending.

### 4. Share

Bring students together. Invite volunteers to share their ideas about the features of the mentor informational report.

### Make the Mentor Text Comprehensible for ELs

**Beginning**

Point to the photographs or use the images from the interactive whiteboard resources to reinforce vocabulary. Say: These are cookies. Do you like cookies? Use gestures to show eating cookies.

**Beginning and Intermediate**

Say: This report is about chocolate chip cookies. It tells the history of cookies. Encourage students to tell what they know about cookies.

**Intermediate and Advanced**

Display photographs of making chocolate chip cookies using the interactive whiteboard resources or show the photographs you’ve supplied. Say: Tell me what you know about making cookies. Encourage a background-building discussion about types of cookies and how to make them.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the content of the mentor text: chocolate/el chocolate; history/la historia.

Use the images provided in the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.