INTRODUCE THE GENRE

Read Aloud a Mentor Research Report 2

1. Focus

Introduce the Mentor Research Report

Say: Today I’m going to read a research report about a valley in Pakistan.

Locate Pakistan on a world map and point to the location of the Hunza Valley (there is a map within the report showing where this is). You can also display the text using the interactive whiteboard resources.

Say: The title of the article is “Hunza: The Land That Time Forgot.” From the map it looks like Hunza is in the northern part of Pakistan. What do you think we will learn about this land? Allow students to share their predictions.

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 Text

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of a research report:
1. A research report often includes graphics such as maps and photographs.
2. The author of a research report uses accurate information and checks facts.
3. A research report contains multiple perspectives allowing readers to come to their own conclusions.

Includes Graphic Features

Page 19, top of page. Say: For a research report about a place, it is especially helpful to show where that place is. In this report, the author not only shows me where the Hunza Valley is on a map of Pakistan, but also where the detail map fits on a world map. The labels, key, and compass on the map also help—they tell me how large an area is shown on the map and which direction is north. A graphic such as this helps to support the text of a research report because it includes information that is easier to show than describe.

Includes Multiple Perspectives

Page 19, after third paragraph. Say: In this paragraph, the author tells me about the mythical place called Shangri-la. The phrase some people believe tells me that the author is presenting a perspective that is not shared by everyone. The author explains that some people think Shangri-la was inspired by Hunza. Of course, other people may not believe this. As a reader of a research report, I appreciate having information from different perspectives. I also appreciate knowing when a statement is an opinion rather than a proven fact. I can use the information to decide for myself what I believe.

Objectives

In this mini-lesson, students will:
• Listen to an interactive research report read aloud to learn that a research report often includes graphics such as maps and photographs that support the text; includes information that is accurate and facts that have been checked; and contains multiple perspectives, allowing readers to come to their own conclusions.
• Share personal responses to the research report.

Preparation

Materials Needed
• Mentor text: “Hunza: The Land That Time Forgot” from Along the 21st-Century Silk Road
• Interactive whiteboard resources
3. Independent Writing and Conferring

Say: We learned how graphic features such as maps and photographs can support text in a research report by presenting visual information that is hard to describe in words. We also learned about presenting multiple perspectives so readers can decide for themselves what they believe. And we learned about researching carefully so that we can present information accurately.

Encourage students to explore different types of graphic features that can be included in research reports by creating a graphic feature (such as a chart, map, diagraph) that communicates information they know about a nonfiction topic.

4. Share

Bring students together. Invite volunteers to share the graphic features they developed.

Make the Mentor Text Comprehensible for ELs

Beginning

The beginning of the text describes a celebration in the Hunza Valley. If you are not using the interactive whiteboard resources, share photographs you have gathered of traditional celebrations with students—either from your own family and culture or from others. To give readers context about where the Hunza Valley is, use the map in the text or another world map. Point to places on the world map that the students know and then point to Pakistan. Use photographs of people from the valley to support the text’s discussion of these people.

Beginning and Intermediate

Say: This report is about the Hunza people. The Hunza people live in Pakistan.

Intermediate and Advanced

Ask: Do you have traditions in your family? What do you do?

Encourage a background-building discussion about traditional lifestyles and customs to build vocabulary and background information.

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: Pakistan/Pakistán; terrace/la terraza; tourist/la turista.

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