Analyze the Features of a Research Report

1. Focus

Explain Genre Features

Say: Each genre has typical key features. Considering these features helps authors write effectively. They also serve as guides for readers that help readers know what to expect. For example, when we read a memoir, we expect it to be written in the first person and for it to include the author’s thoughts and feelings. Readers know these features will be a part of a memoir. Today we’re going to analyze key features we can expect to find in a research report.

Build a Class Genre Features Anchor Chart

Display a blank chart like the one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of research reports in the left column. (Students will complete the right side of the chart later in the lesson.) If necessary, use the following prompts to guide students:

- What should a writer do before writing a research report?
- How should a writer begin a research report?
- How should a writer organize information to help readers of a report?
- In addition to the text itself, what else might a research report include?
- What must the writer do regarding facts and information?
- What can the writer do to help readers understand viewpoints on a topic?
- How should a writer end a research report?

Research Report Features Examples from the Text

<table>
<thead>
<tr>
<th>Research Report Features</th>
<th>Examples from the Text</th>
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</thead>
<tbody>
<tr>
<td>Writer researches many sources (including newspapers, magazines, online sources, and primary sources) in order to provide accurate information and well-supported facts.</td>
<td>page 23: Gives specific number of routes and total length of the Asian Highway, showing careful review of facts. page 25: Provides primary source quotation from scholar and researcher Sanjoy Hazarika.</td>
</tr>
<tr>
<td>Strong lead that hooks readers</td>
<td>page 22: Writer describes an exotic, exciting place.</td>
</tr>
<tr>
<td>Sequence of concepts/progression of ideas within each topic</td>
<td>pages 23–25: Uses dates and time ranges (1959, 1960s and 1970s, 1992, 2003) to tell sequence of events. page 25: Organizes text logically, first stating the difficulty of getting thirty-two countries to agree, then explaining why this was so and giving examples of issues they faced.</td>
</tr>
<tr>
<td>Often includes graphic features (such as photographs, maps, and diagrams) that support the text</td>
<td>pages 22–23: Photographs showing bazaar support text. page 24: Map shows the highway network. page 26: Map shows India, Pakistan, and Bangladesh.</td>
</tr>
<tr>
<td>Information is accurate and facts have been checked.</td>
<td>page 24: Writer says highway network would involve thirty-two countries and cost about $44 billion.</td>
</tr>
<tr>
<td>Text contains multiple perspectives so readers can draw own conclusions.</td>
<td>page 27: Tells the concerns of scientists from the Wildlife Conservation Society, presenting a perspective different from those who support building the highway.</td>
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Research Reports

3. Independent Writing and Conferring

Say: As you research and then write your own reports, remember the key features you should include. Research a variety of sources before you begin. Start with a strong beginning that hooks readers. Record facts accurately and make sure they have been checked. Present information in an organized progression or sequence, use graphics that support the text, and check that your ending leaves readers with something to think about. Refer to our anchor chart to help you remember these features.

As students continue to brainstorm report ideas, encourage them to think about how they will use research report features in their drafts.

4. Share

Bring students together. Invite two or three students who have completed their brainstorming to share their ideas with the class.

Strategies to Support ELs

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
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<tbody>
<tr>
<td>Pair beginning ELs with fluent English speakers during the small-group activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.</td>
<td>Pair ELs with fluent English speakers during the small-group activity. Provide simple sentence frames on chart paper to help students contribute ideas in the group. For example:</td>
</tr>
<tr>
<td></td>
<td>A research report has ______. The facts in an informational report ______.</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>Pair ELs with fluent English speakers during the small-group activity.</td>
</tr>
</tbody>
</table>

Sample Research Report Features Anchor Chart (BLM 1)

Read Aloud a Research Report

Before you read, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud (or reread) a research report and that students should listen carefully and identify examples of the key genre features. Explain that after the reading, students will work in small groups to complete the chart. Read aloud (or reread) “Building a 21st-Century Silk Road.”

Note: You may wish to project the text using the interactive whiteboard resources so students can follow along and so they can see the graphic features.

2. Rehearse

Analyze the Mentor Text

Form small groups of students to complete the right side of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share the examples they found. Record their findings on your anchor chart. Post this anchor chart for students to refer to throughout the unit.

Strong ending that makes readers think

page 27: Writer returns to the topic that began the report and asks readers a question to keep them thinking.