Model Writing an Informational Report

1. Focus (15 minutes)

Display the cover of *What Are Some Rules at Home?* Read aloud the title and author. **Say:** I will read the Introduction of this book today. Read pages 4–5 aloud in a fluent, expressive voice. Discuss the photographs and caption. **Ask:** What is the topic of these two pages? (Allow responses.) That’s right. These pages are about rules.

Use the content of pages 4 and 5 as the basis for writing a report. **Say:** I will use the information on these big book pages to write my own report. I’ll write a report about rules. The title of my report will be “Rules.” A title is part of a report. A title tells my readers what my report is about.

Close the big book and write “Rules” at the top of your chart paper. **Say:** Now I will remember what I learned about rules. I remember the author writes that good citizens follow rules. I think that is the main idea. I will write this for my topic sentence. A topic sentence is part of a report, and it tells the reader what the main idea of the report is.

Write “Good citizens follow rules.” As you write, model the following:

- Continue to emphasize the concepts about print that students still need to practice.
- Continue to model how to say a word slowly and use letter/sound relationships to write words. For words with higher-level spelling patterns, say: Remember that if you don’t know how to spell a word, you can just write the sounds you hear.
- Tell how you remember to write those words you see often in print.
- Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. **Say:** We’re ready for the word ______. Then discuss and write the word.
- Model adding end punctuation and checking for the correct beginning and end to your sentence.

Ask students to reread your topic sentence with you, and then **say:** Another part of a report is its set of facts. I will write a fact I learned from reading the big book about rules. The fact will give my readers more information about my topic sentence.

Write “We learn rules at home.” Model applying the strategies listed above as you write.

Ask students to help you reread the entire report. Then **say:** Tomorrow I will write another report about this book. I will write a title, a topic sentence, and facts.
NOTE: If time allows, add a drawing before or after writing to reinforce the idea that the information in a report is usually supported by pictures and/or other graphic features.

Put the chart paper aside. Say: Because we’re still learning about reports, we’ll keep working on our book reviews today.

2. Rehearse (5 MINUTES)

Display copies of books that students have previously read. Invite partners who will be starting a new book review to choose a book and reread it together. Say: Tell your partner what part of the book you’re going to write about. Remember that you can write about a character, a story event, or an illustration or other feature of the book. Tell what you like or don’t like. Then tell why.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I like _____ because _____.
• I don’t like _____ because _____.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite students to continue writing their book reviews. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. Continue to ask students to say words slowly, write the sounds they hear, and write the high-frequency words they know. Reinforce the editing and revising strategies they have learned, such as adding adjectives, using an uppercase letter for the word I, and checking for the correct beginning and end on each sentence. Encourage students to get ideas from one another as well.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their book reviews. Point out and celebrate examples of opinions supported by information from the text. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I like _____ because _____.
• I don’t like _____ because _____.
• I will check the start and end of each sentence I write.
• I will describe _____ with the word _____.

Directive and Corrective Feedback
• Which part of the book will you write about? Tell me what you want to say about it.
• What words could you use to describe _____?

Self-Monitoring and Reflection
• Tell me which part of the book you decided to write about and why.
• How did talking with a partner help you get ready to write?
• How did rereading help you improve your writing?

Validating and Confirming
• You used uppercase and lowercase letters correctly. Good job!
• You wrote the word _____! You worked that out!
• You added descriptive words. That’s something strong writers do to make their writing more interesting.

Teacher Tip
Continue 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.