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:** We learned that we need to read about our topic before we write a report. Today I’m going to write a report about safety rules. First I will read Chapter 1 in this big book to get some facts about safety rules. Then I will write my report. Listen as I read aloud.

Read pages 6–7 aloud in a fluent, expressive voice. Discuss the photographs and captions. **Ask:** What is the topic of this chapter? (Allow responses.) **Yes!** This chapter is about safety rules. Now I will write a report using facts from this chapter. The title of my report will be “Safety Rules.” A title is part of a report.

Close the big book and write “Safety Rules” at the top of your chart paper. **Say:** Now I will remember what I learned about safety rules. I remember the author writes that rules help keep children safe. I think that is the main idea. I will write this for my topic sentence. A topic sentence is part of a report.

Write “Rules help keep children safe.” 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 two facts I learned from reading this chapter in the big book. The facts will give my readers more information about my topic sentence. Write “Parents make rules about helmets. Parents make rules about knives.” 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 rules. 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 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 write 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 several students to show the books they wrote their reviews about. Ask them to give brief oral summaries and then read aloud their opinions, reasons, and recommendations. Point out examples of writing that uses details from the book. You may wish to provide modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will tell why I like the illustrations in this book.
- I will check that I always use an uppercase letter for the word I.
- After I write about ______, I will reread to check my writing.

Directive and Corrective Feedback
- Which part of the book will you write about?
- Try asking a partner for an idea about ______.
- I noticed that you liked ______, but I don’t see your reasons. Can you write them here?

Self-Monitoring and Reflection
- Did you have any trouble writing words? What helped?
- How did you know when to use uppercase letters?
- How could you fix that?

Validating and Confirming
- I notice that you used punctuation at the ends of your sentences. Good job!
- You wrote the word ______! You worked that out!
- You asked yourself questions. That’s something strong writers do to decide what they will write about.

Teacher Tip

Reinforce the concept of a topic by reading short informational newspaper articles aloud and asking students to help you figure out the topic of each one. Point out that writers often reveal the topic in the title and/or first sentence of the article. If the article includes photographs, explain that these often support the topic as well.