Model Writing an Informational Report

Nonfiction Big Book

Objectives

Concepts About Print
• Use uppercase/lowercase letters.
• Use end punctuation correctly.

Oral Language and Grammar
• Express an opinion and state a reason.
• Use common nouns and adjectives.

Purposeful Phonics Connections
• Listen for sounds in words.
• Write some CVC words.
• Write new high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Analyze story elements.
• Identify main idea and supporting details.

Writing
• Write a book review.
• Demonstrate writer’s voice.

Materials
• Big book: What Are Some Rules at Home? (Benchmark Literacy Unit 1, Week 2)
• Familiar fiction books
• Chart paper and markers

WEEK 24 / DAY 3

1. Focus (15 MINUTES)

Display the cover of What Are Some Rules at Home? Read aloud the title and author. Say: Yesterday I read the facts in Chapter 1 of this book. Then I used the facts to write a report about safety rules. Today I will read aloud Chapter 2 and use the facts that I learn from reading to write another report.

Read pages 8–9 aloud in a fluent, expressive voice. Discuss the photographs and caption. Ask: What is the topic of this chapter? (Allow responses.) This chapter is about responsibility. I will write a report using facts from this chapter. The title of my report will be “Responsibility.” A title is part of a report.

Close the big book and write “Responsibility” at the top of your chart paper. Say: Now I will remember what I learned about responsibility. I remember the author writes that rules teach responsibility. Rules help us to be responsible. 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 us to be responsible.” 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: I have written my topic sentence. Now I need to write a fact I learned. The fact will give more information about my topic sentence.

Write “Parents make rules for children 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 using facts from 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 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 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
- After I write the title and author, I write my opinion. I write about what I like.
- I will reread to find and fix my mistakes.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- Which part of the book will you write about?
- Try rereading the word and writing it again.
- Can you think of another word to describe ______?

Self-Monitoring and Reflection
- Did you tell what you like or don't like? Did you tell why?
- How did you decide what to write about?
- How did you begin and end the sentence about ______? Could you improve it?

Validating and Confirming
- You made me think about that character in a new way!
- I liked that you said words slowly to work them out.
- You described ______. Strong writers add descriptions to their writing.

Teacher Tip

Reinforce the concept of a fact by pointing out examples from environmental print and pictures during the school day. For example, say, "Here is our schedule for the day. We will have lunch at ______. That is a fact." Or say, "Here is a photograph of our class. We have ______ students in our class. That is a fact."