Write an Informational Report

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- Use appropriate end punctuation.

Oral Language and Grammar
- Share a topic sentence and facts orally.
- Use common nouns and adjectives.

Purposeful Phonics Connections
- Listen for and record sounds in words.
- Write some CVC words.
- Write some high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Ask questions.
- Identify main idea and supporting details.

Writing
- Draft, revise, or edit a report.

Materials
- Short nonfiction text, such as a kindergarten-level book or a one-page article from a primary grade magazine
- Chart paper and markers

1. Focus (10 MINUTES)

Display the text. Read aloud the title and author. Say: I will read this book/article today. As I read, think about the topic and listen carefully for any facts the author writes. Read the text aloud in a fluent, expressive voice. Follow students’ lead in discussing any photographs and other graphic features.

Ask: What is the topic of this text? (Allow responses.) This text is about ______. We can write “_____” for the title of our report.

Put away the text and write the title on your chart paper. Ask: What did we learn about ______? (Allow responses. Generate a list of ideas on the chart paper.)

Today you will think of a topic sentence that tells something you learned from listening to me read this book/article. Then you will write two facts. The facts should give more information about your topic sentence.

2. Rehearse (5 MINUTES)

Invite students to share with their partner what they will be focusing on during independent writing time. If students will be starting a new report based on the text you read aloud, ask them to talk to their partners about their ideas for a topic sentence. Say: Tell your partner your topic sentence. Then tell your partner two facts about your topic sentence. After you talk about the topic sentence and facts, draw a picture.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I learned that ______.
- The main idea is ______.
3. Independent Writing and Conferring (25 minutes)

Distribute students’ writing folders. Provide guidance for students who have difficulty coming up with a topic sentence. For example, they might get an idea from a sentence in the text or from a heading. Or they might need to put some of the information together to figure out an unstated main idea. Ask questions as needed to help students remember and state two facts they learned about the topic. Continue to support students as they say words slowly, write the sounds they hear, write the high-frequency words they know, reread after each word, and revise and edit. Encourage students to get help and 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Review the steps for writing a report with students, using the Informational Reports anchor chart. Discuss how strong writers visualize what they want to write, write their drafts, and then reread to see if they can improve their writing. Ask students to look at the reports they have written and decide if there are places where they can make their writing better. Ask students to share their ideas.

- Invite volunteers to read aloud their reports. Ask listeners to tell what they liked about the writing and to suggest positive ideas for making the writing even better.

- Invite volunteers to share how talking to a partner helped them organize their thoughts for writing a report.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- Notice that I sometimes put information together to find a chapter’s main idea.

Directive and Corrective Feedback
- Try rereading sentences from the text or putting information together to improve your topic sentence.
- What fact tells more about the topic ______.

Self-Monitoring and Reflection
- How did you choose your topic sentence? Do your facts give more information about the topic sentence?
- Did you use any strategies to help you write? For example, what helped you get started writing your topic sentence?
- How did rereading help you check your work? Did you fix anything? What?

Validating and Confirming
- I like the picture you drew of ______. It helped me understand your topic sentence.
- Good job talking with your partner to get ideas for writing.
- You asked yourself questions. That’s something strong writers do to check their writing.

Teacher Tip

Continue to use a simple checklist students can refer to as they edit and revise their writing, such as this example:

- Begin with an uppercase letter.
- Use an uppercase letter for the word I.
- Use a describing word.
- Put a period or exclamation point at the end.