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 students’ ideas.) Today you will think of a topic sentence that tells something you learned from listening to me read this text. 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 a partner what they will focus on during independent writing time.

If you have students who will be starting a new report, 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 you have students at the revision stage of the writing process, say: Remember, a strong writer looks for ways to make his or her report better. As you reread what you wrote, ask yourself, “Could I make my facts clearer by adding some describing words? Could I support my topic sentence better by adding some additional facts?”

If you have students at the editing stage of the writing process, say: Remember, strong writers review their work carefully. They check to make sure they have a capital letter at the beginning of each sentence and punctuation at the end of every sentence. You will want to check for these things.
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 use a sentence from the text or the words from a heading to get an idea for a topic sentence. 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)

Invite two or three students to share their reports. Point out and celebrate examples of drawings, topic sentences, and facts that are based on 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 learned that ______.
• I will think about what the text is mostly about. Then I will use this to write a topic sentence.

Directive and Corrective Feedback
• What is your topic sentence? What facts could you write about this topic?
• Tell me what you see when you look at the pictures. Now try writing your topic sentence again.
• Tell me some words that describe ______. Use one of the describing words in your sentence.

Self-Monitoring and Reflection
• Does your topic sentence tell something you learned? Do your facts give more information about the topic sentence?
• How did you find your topic sentence? Did you have trouble? What helped?
• What questions did you ask as you checked your writing?

Validating and Confirming
• I liked the questions you asked yourself to help you find the main idea.
• You stated a clear topic sentence and gave facts to tell more information. Those are things strong writers do!

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.