1. Focus

Explain Genre Features

Say: There are many different genres, or types, of writing. Each genre has some typical features, or important parts. Today we’re going to identify and analyze the typical features of informational reports.

Build a Class Genre Features Anchor Chart

Say: Think about the informational reports we have read together and that you have read by yourself. Let’s create an anchor chart to summarize the features that we can expect to find in an informational report.

Display a blank chart like the one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of informational reports in the left column. (The right side of the chart will be completed in the next part of the lesson.) If necessary, use the following prompts to guide students:

- How should an informational report begin?
- What does a writer have to do before beginning an informational report?
- How is the information in a report presented?
- Whose viewpoint is represented?
- What are some things you can expect to find in an informational report?
- How does an informational report end?

Sample Informational Report Features Anchor Chart (BLM 1)
Read Aloud an Informational Report

Before you read, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud (or reread) an informational report. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature from the text. Read aloud (or reread) “Migrating Animals in the Sky.” You may wish to project the text using the interactive whiteboard resources so students can follow along and so they can see the graphic features for themselves.

2. Rehearse

Analyze the Mentor Text

Form small groups of students to complete the second column on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

If your class includes English learners or others students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text. Record their findings on your anchor chart. Post this anchor chart for students to refer to throughout the unit as they think about the typical informational report features they will need to include in their reports.

3. Independent Writing and Conferring

Say: As you research and then write your own informational reports, remember that informational reports have certain features that readers expect to see, for example, graphics that support the text. Refer to our anchor chart to help you remember these features.

Encourage students to think about how to include a graphic feature in an informational report during independent writing time, as appropriate. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share their ideas about how to include graphic features in an informational report. Discuss the different types of graphic features students could include.

Strategies to Support ELs

**Beginning**

Pair beginning ELs with fluent English speakers or work with them one on one during the “Analyze the Mentor Text” small-group activity. Keep in mind that they will not be able to contribute many ideas orally.

**Intermediate**

*Say: This informational report is about monarch butterflies.* (Point to the map on page 19. Trace the route the butterflies follow.) *Every year the monarchs fly a long way, from one place to another.*

**Advanced**

Pair ELs with fluent English speakers during the “Analyze the Mentor Text” small-group activity.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the content of the mentor text: information/la información; migrate/migrar; photographs/las fotografías; topic/el tópico.