1. Focus

Introduce the Mentor Informational Report

Say: Reading informational reports can help us become better informational report writers. Today I’m going to read a short report about women’s soccer in the United States. As I read this report, I’m going to name some of its key features. You will use these features in your reports, too.

Say: The title of the article is “Women’s Soccer: Keeping the Dream Alive.” I know a lot of women who play soccer. Why do you think this is called “Keeping the Dream Alive”? Allow students to share their predictions or “I wonder” questions. Invite students to share their knowledge about the game of soccer.

You may wish to display the informational report on the interactive whiteboard resources so that students can follow along as you read.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the article, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of an informational report:
1. Informational reports have a strong lead that grabs the reader’s attention.
2. Information is presented in a logical order.
3. Reports have a strong ending that makes readers think.

Strong Lead

Page 10, after first paragraph. Say: I now know the article will be about world championship women’s soccer teams. The first sentence grabs my attention. It makes me want to know why the women’s soccer team was called the dream team. It seems there is more to the story than just winning a soccer match.

Presenting Information in a Logical Order

After reading page 10 and first paragraph on page 11. Say: I like the way the author lays out the history of women’s soccer in the United States. I learned that women didn’t begin playing soccer seriously until the 1970s after the United States passed the Title IX law. Then in the 1980s the NCAA began to sponsor, or support, women’s soccer championships. In 1985, the Women’s National Team started. And in 1991, the U.S. Women’s National Team won the first women’s World Cup. There is a lot of information, but it is in a logical, sequential order, so it is easy for me to follow, and it makes sense.
Presenting Information in a Logical Order
After reading page 11. Say: On this page, the author describes the growth of the U.S. women’s team in a logical order. She tells me that the team won the World Cup in 1991. Then she goes on to tell me that a big game for women’s soccer was in 1999 when the World Cup was held in the U.S. By organizing the information over a period of time, she makes it easy for me to understand how the team was becoming more important.

Strong Nonfiction Ending
After reading page 12. Say: Now I’ve learned that in 2009, the Women’s Professional Soccer League was formed. In the last sentence the author brings back the word dream from the beginning, only this time she’s referring to a bright future for women’s soccer. She leaves me with something to think about—what will happen next in women’s soccer. This is a strong ending that stays in my mind.

2. Rehearse

Respond Orally to the Mentor Informational Report

After reading, invite students to share their personal reactions to the text by asking questions such as:

• Did you like this report? Why or why not?
• What did you find particularly interesting in this report? Why?
• How do you think the author felt about women’s soccer in the United States?

Model the following sentence frames to support ELs and struggling students:

• I liked this report because ______.
• The most interesting thing to me was ______.
• The author of this report felt ______.

3. Independent Writing and Conferring

Say: We just listened to a report to learn more about this genre. At the beginning we want to grab readers’ attention with a strong sentence or question. We need to present facts in a logical sequence. We sum up our topic with a strong nonfiction ending. A strong ending leaves our readers with something to think about.

Invite students to write a paragraph about an informational topic they know something about. Encourage them to include a topic sentence and as many facts and details as they can.

4. Share

Bring students together. Invite volunteers to read aloud their informational paragraphs.

Make the Mentor Text Comprehensible for ELs

Beginning
Provide photographs of people playing soccer or use the images on the interactive whiteboard resources to reinforce the vocabulary. The labeled diagram from page 7 of the mentor text is particularly helpful for vocabulary and background building, although it is not a part of the article “Women’s Soccer: Keeping the Dream Alive.” Name and label each item: soccer ball, soccer player, etc.

Intermediate
Show students photographs of people, especially women, playing soccer. Ask student to tell what they know about the game. Label vocabulary that is relevant to the text.

Intermediate and Advanced
Pair ELs with fluent English speakers during the 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: sport/el deporte; goal/el gol; victory/la victoria; championship/el campeonato; champion/el campeón/la campeona.

Use the images provided on the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.