INTRODUCE THE GENRE

Analyze the Features of an Informational Report

1. Focus

Explain Genre Features

Say: Each genre has some common key features. For example, when you read a procedural text, you expect step-by-step information about how to do something. Those steps, or directions, are one of the features of a procedural text. Informational reports also have common key features, and today we’re going to identify and analyze those features.

Build a Class Genre Features Anchor Chart

Ask: What do you already know about informational reports? Think about the informational reports we have read together and that you have read by yourselves. Let’s create an anchor chart to summarize the key features that we can expect to find in an informational report.

Display a blank chart like 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 column will be completed in the next part of the lesson.) If necessary, use the following prompts to guide students:

- What does a writer do before writing an informational report?
- How should a writer begin an informational report?
- How should the author present the information in a report so that readers don’t get confused?
- Other than text, what features can you expect to find in an informational report?
- What viewpoints does an informational report provide?
- Where do writers of informational reports get their information?
- How should an informational report end?

Informational Report Features Examples from the Text

<table>
<thead>
<tr>
<th>Informational Report Features</th>
<th>Examples from the Text</th>
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| Author researches topic and uses accurate information | page 17: Writer tells how FIFA was created in 1904; that U.S. joined FIFA in 1913.  
page 19: Writer uses information from Reuters (research source) to tell the number of fans estimated to have watched the World Cup in 2010. |
| Strong nonfiction lead that hooks readers | page 16: Writer includes amazing facts about soccer’s popularity; then asks a question and answers with more interesting information about the game’s history. |
| Information presented in a logical order | pages 18–19: Writer tells about first World Cup and then how the World Cup grew as other nations participated. |
| Includes graphic features (photographs, diagrams) that support the text | page 17: Photographs show children playing soccer.  
page 18: A photograph from the first World Cup and one from the 1938 World Cup. |
Informational Reports

3. Independent Writing and Conferring

Say: As you research and then write your own informational reports, remember that informational reports have key features that readers expect to see. Refer to our anchor chart to help you remember these features.

As students continue to brainstorm topics for their reports, encourage them to think about features of the genre that they will include.

4. Share

Bring students together. Invite volunteers to share their report ideas and discuss features they could include in their reports.

## 2. Rehearse

### Analyze the Mentor Text

Ask small groups of students to complete column 2 of the graphic organizer 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. If your class includes English learners or other 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 the class anchor chart.

## Strategies to Support ELs

### Beginning

Keep in mind that ELs will not be able to contribute many ideas orally. At this point, you may want to reinforce the vocabulary of soccer instead of working with the genre features. Students may have had experiences with soccer. Encourage them to share these experiences through words, gestures, or drawings. Use self-stick notes to label drawings with content vocabulary.

### Intermediate and Advanced

Pair ELs with fluent English speakers during the small-group activity. Write the following sentence frames on chart paper and model how students can use them to contribute ideas in the group:

- One graphic feature is ______.
- An informational report begins ______.
- An informational report ends ______.
- Before I write an informational report, I ______.