



**Unit: 3                      Informational Reports**

**essential skills and content**

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| <b>Overview</b>            | <p>Students will be learning that informational text is a non-fiction text that presents information in an accurate and organized way.</p> <p>Time frame: 4-6 weeks</p>  |  |
| <b>Essential Questions</b> | <p>What is the purpose of an informational text?<br/>How can I use my research to write an informational report?</p>   |  |
| <b>Learning Targets</b>    |  |  |
| <b>Content/Skills</b>      | <p><b>Model the writing process-</b></p> <ul style="list-style-type: none"> <li>• Brainstorm (W.2.5)</li> <li>• Evaluate to narrow focus (W.2.5)</li> <li>• Organize research (W.2.8)</li> <li>• Create a strong conclusion(W.2.5)</li> <li>• Revise(W.2.5)</li> <li>• Edit (W.2.5)</li> <li>• Add Graphic Features(W.2.6)</li> </ul> <p><b>Grammar &amp; Conventions-</b></p> <ul style="list-style-type: none"> <li>• Singular Nouns (L.2.1)</li> <li>• Plural Nouns ( L.2.2)</li> <li>• Proper Nouns (L.2.2)</li> <li>• Capitalization (L.2.3)</li> <li>• Punctuation (L.2.3)</li> <li>• Adjectives(L.2.1)</li> </ul> | <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>+ Research skills-note-taking, citing sources</li> <li>+ Narrowing focus mini-lesson</li> <li>+Using graphic organizers</li> <li>+Introduction/Conclusion lessons</li> </ul> |

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|  | <p><b>Author's Craft-</b></p> <ul style="list-style-type: none"> <li>• Vary sentence length and structure</li> <li>• Including details</li> <li>• Using questions for emphasis</li> </ul> |  |
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| balanced assessment                    |   |  |
|--|---|--|
| COMPONENT                              | REQUIRED  | SUGGESTED  |
| <b>Formative Assessment</b>            | <ul style="list-style-type: none"> <li>• Conferring</li> </ul>      | +Informational Reports Checklist (Benchmark Writer's pg. 64)<br>+Informational Reports Evaluation Rubric (Benchmark Writer's pg. 65) |
| <b>Summative Assessment</b>            | <ul style="list-style-type: none"> <li>• Published piece</li> </ul> | +Making a brochure, poster, newspaper article, song, power point, True/False book, timeline  |
| <b>District-Wide Common Assessment</b> |   |  |

| learning experiences                             |                   |   |
|--|-------------------|---|
| COMPONENT  | REQUIRED          | SUGGESTED   |
| <b>Suggested Resources/ Learning Experiences</b> | Benchmark Writing | +create a true/false book, Who Would Win book,  |
| <b>Content Literacy</b>                          |                   | Informational Mentor Texts-<br><u>Bugs, Bugs, Bugs</u> by Jennifer Dussling<br><u>Star Wars, Heroes</u> Scholastic Ed.<br><u>Whoever You Are</u> by Mem Fox<br><u>Stella and Class:Information Experts</u> by Janiel Wagstaff |

| COMPONENT          | REQUIRED | SUGGESTED  |
|--------------------|----------|--|
|                    |          | Main Idea Mentor Texts-<br><u>From Seed to Plant, The Moon Book, Apples,</u> by Gail Gibbons   |
| Technology / Media |          | *Edu-creations<br>*Brainpop Jr.(purchase)- How To Essay, Writing a Paragraph, Library, Types of Sentences, Capital and Lowercase<br>On-line National Geographic readers<br>Pebble Go (purchase)<br>Capstone Interactive Library (purchase) |

Differentiation / Intervention

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 content-specific components

| COMPONENT | REQUIRED | SUGGESTED |
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