



**Unit: 3**

**Informational Reports**

**essential skills and content**

<b>Overview</b>	Students learn to write and present an informational report while developing genre awareness.  Time frame: 8 weeks	
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What is an informational report?</li> <li>2. Why is it important to write an informational report?</li> <li>3. Why is it important to use the writing process?</li> <li>4. How do you write a topic sentence and use supporting facts in an informational report?</li> </ol>	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b><u>Concepts of Print</u></b></p> <ul style="list-style-type: none"> <li>• Spaces between words RF.K.1c</li> <li>• When to use uppercase and lowercase letters RF.K.1d</li> <li>• Appropriate end punctuation L.K.2</li> </ul> <p><b><u>Writing Process</u></b></p> <ul style="list-style-type: none"> <li>• Prewrite W.K.5</li> <li>• Draft W.K.5</li> <li>• Revise W.K.5</li> <li>• Edit W.K.5</li> <li>• Publish W.K.5</li> </ul> <p><b><u>Author's Craft</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions RL.K.1</li> </ul> <p><b><u>Oral Language and Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Common nouns and adjectives L.K.1b</li> <li>• Topic sentence and facts W.K.2</li> </ul> <p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Beginning, middle, and ending sounds L.K.2c</li> <li>• Recognize sound/symbol relationships RF.K.3a</li> </ul>	<b>Additional Lessons</b>

	<ul style="list-style-type: none"> <li>• Write CVC words L.K.2d</li> <li>• Write high-frequency words RF.K.3c</li> </ul>	
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## balanced assessment

COMPONENT	REQUIRED	SUGGESTED
<b>Formative Assessment</b>		While taking students through the process of writing an informational report students will: <ul style="list-style-type: none"> <li>• Write a Topic Sentence</li> <li>• Write Supporting Facts</li> <li>• Create a Title</li> <li>• Illustration</li> </ul>
<b>Summative Assessment</b>	Student Final Informational Report (including: Title, Topic Sentence, Supporting Facts & Illustration)	
<b>District-Wide Common Assessment</b>		

## learning experiences

COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>	<u>Benchmark Writer's Workshop</u>	<ul style="list-style-type: none"> <li>• Word Wall (classroom word wall and a copy for student writing folder)</li> <li>• Library Media Specialist</li> </ul>
<b>Content Literacy</b>	<u>Discover Informational Reports</u> big book <u>Benchmark Writer's Workshop</u> Non-Fiction Big Books	

COMPONENT	REQUIRED	SUGGESTED
Technology / Media		
Differentiation / Intervention	Conferencing with individuals or small groups as needed.	

content-specific components		
COMPONENT	REQUIRED	SUGGESTED