Draft and Edit an Informational Report

1. Focus (15 MINUTES)

Display the cover of *Habitats Around the World*. Read aloud the title and author. **Say:** We’re really learning a lot about habitats from this book! We have written some very interesting reports. Tell me some of the habitats we have written about. (Allow responses.) I’ll read Chapter 4 today and we’ll see what other interesting things we can learn. While I read, think about the ideas we could write for a title and a topic sentence on our graphic organizer.

Read pages 12 and 13 aloud in a fluent, expressive voice. Discuss the photographs, map, and other graphic features. **Ask:** What is the topic of this chapter? (Allow responses.) This chapter is about coral reefs. We will use “Coral Reefs” for the title of our report.

Make a copy of BLM 2 on chart paper or using the interactive whiteboard resources and record the title. Distribute a copy of BLM 2 to each student and ask students to copy the title. **Ask:** What did we learn about coral reefs? (Allow responses.) That’s right. One important idea is that a coral reef is a habitat. It’s a habitat in warm ocean water. Let’s write notes about the topic on our graphic organizers.

Record “habitat in warm, shallow ocean water” in the “Ideas” section of the graphic organizer. Ask students to copy these notes on their graphic organizers. **Say:** Remember that we use the notes on our graphic organizer to come up with an idea for our topic sentence. Let’s see if we can think of a good topic sentence that tells what our report is mostly about. Discuss ideas with students. Record a topic sentence such as the following on chart paper.

**Sample Topic Sentence**

A coral reef is a habitat that is found in warm, shallow ocean water.

2. Rehearse (5 MINUTES)

**Say:** Tell your partner what you will work on today. If you are beginning a report about coral reefs, reread the topic sentence with your partner. Then talk to your partner about facts you remember from the book that tell about the rain forest. Think about facts that tell what it’s like. Think about what...
pictures you would like to add to your report and share your ideas with your partner.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- A coral reef is ______.
- A coral reef has ______.
- An idea for a picture is ______.
- An important fact is ______.

3. **Independent Writing and Conferring** (20 MINUTES)

Distribute students’ writing folders and ask them either to continue with their writing or to begin a new report. Make sure the big book is available for students to refer to if needed. **Say:** You’ve talked about important facts about coral reefs. Now write notes on your graphic organizer and the pages where you found your facts. After you finish writing your facts on your graphic organizer, use the facts to write some fact sentences for a report. Remember that we have already written the topic sentence together. Today you just need to write the sentences that tell about the topic sentence. Ask questions as needed to help students remember and record facts on their graphic organizers. Check that they cite page references. As students begin writing their report sentences, support them in applying the skills and strategies they’ve learned. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students. After students finish writing, encourage them to add drawings and other graphic features to support their facts.

4. **Share** (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to read aloud their reports. Ask them to tell how their fact sentences tell about the topic sentence.
- Ask several students who have completed their sentences to read them aloud. Encourage other students to listen for and point out examples of describing words and complete thoughts.
- As students read their completed sentences, ask other students to listen to see whether the sentences contain facts that support the topic sentence. If the sentences don’t, encourage students to suggest other ideas for sentences that the writers could use.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

- I need to make sure my facts tell about the topic sentence.
- I need to use describing words so readers can picture my ideas.
- Notice how I check the beginning and end of each sentence I write.

**Directive and Corrective Feedback**

- Reread the topic sentence. Now check that your next sentence tells more about the topic sentence.
- You need a describing word here to help your readers visualize the information. What word could you add?
- Say the word again and listen to the sound at the end.

**Self-Monitoring and Reflection**

- What words were difficult? What strategies did you use to help you write them?
- Tell me what you look for when you edit your sentences.
- How does this sentence tell about the main idea or topic sentence?

**Validating and Confirming**

- You wrote an interesting sentence about ______.
- You chose words that help me visualize the information. That’s what strong writers do!
- You wrote complete sentences! Nice work!
- You wrote the word ______! I like the way you worked that out.

**Teacher Tip**

Using environmental print and pictures, continue to reinforce the concept that facts are all around us.