Draft and Edit an Informational Report

1. Focus (15 minutes)

**Say:** We are learning to write informational reports. Last week we wrote reports about different habitats. Tell me the topics of the reports we wrote. Allow responses.

Refer to the Informational Reports anchor chart posted in your classroom and review the steps with students. Reread what you’ve written so far. **Say:** We also learned to cite our sources, or tell where we got our facts, for our report. Let’s add this to our Informational Reports anchor chart. Add the step about citing sources.

**Writing My Informational Report**

- I pick a topic.
- I read some books about my topic.
- I give my report a title.
- I write a topic sentence to tell the main idea.
- I write facts I learned about my topic.
- I draw pictures to support my facts.
- I cite my sources.

**Informational Reports Anchor Chart**

Display the cover of Life in a Suburban Community. Read aloud the title and author. **Ask:** What do you think a suburban community might be? (Allow responses.) What might you see in a suburban community? (Allow responses.) Let’s read and find out! As I read, see if you can tell what the topic of these pages is.

Read aloud pages 4 and 5 in a fluent, expressive voice. After reading **ask:** What is the topic of the Introduction? Allow responses. Ask students to suggest a title, such as “Communities.”

Discuss the main idea. **Ask:** What is the main idea of the Introduction? (Allow responses.) What are some ideas for a topic sentence? Allow responses.

2. Rehearse (5 minutes)

Encourage those students who are still working on previous reports to continue to do so. **Say:** Tell your partner what you are working on in your writing. Work together to solve any problems you may have.

Distribute copies of BLM 2 to students who are ready to begin new reports. **Say:** Talk to your partner about what you learned about communities and the ideas...
you have for a title, topic sentence, and important facts. Say how you might complete your graphic organizer.

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

• An idea for a topic sentence is ______.
• An important fact is ______.
• I could draw ______.

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 you learned from reading about communities. Now write notes on your graphic organizer. Remember to write the page numbers where you found your facts. After you finish notes on your graphic organizer, use the facts to write a report. Remember to write a topic sentence that tells what the report is mostly about and some fact sentences that tell more about the topic sentence.

For students who have difficulty coming up with a topic sentence, say: Your topic sentence needs to be about communities. (Turn to page 4 in the big book and read the first sentence.) This is the topic sentence of the big book. I can’t write the same topic sentence for my report, but I can use the ideas and write a topic sentence in my own words. A topic sentence might be “People live, work, and play in communities.”

Ask questions as needed to help students remember and state facts they learned about communities. Continue to support students as they say words slowly, write the sounds they hear, write the words they know, reread after each word, and edit and revise. Encourage students to get help and ideas from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. After students finish writing, encourage them to add drawings and other graphic features to support their facts.

4. Share (5 MINUTES)

Invite two or three students to share their reports and cite their source. Point out and celebrate examples of topic sentences, facts, and drawings that share information from the text. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I use my graphic organizer to help me write.
• My topic sentence tells the main idea.
• Watch how I check for uppercase letters and end punctuation.

Directive and Corrective Feedback
• What is your topic sentence? What facts could you write about this topic?
• Use your graphic organizer to help you.
• Say the word. What letter would you expect to see at the beginning? In the middle? At the end?
• How could you describe ______?

Self-Monitoring and Reflection
• Does your topic sentence tell something you learned? Check that the facts give more information about the topic sentence.
• How could you write that? How could you fix it?

Validating and Confirming
• Your topic sentence tells the main idea. That’s what a strong topic sentence does.
• Your sentences tell me facts about the topic sentence.
• You asked yourself questions. That’s something strong writers do.
• I like the way you worked out how to write this difficult word.

Teacher Tip
Keep the Informational Reports anchor chart on display in the classroom and encourage students to refer to it both as a writing tool and as a checklist for editing and revising their writing.