Draft and Edit an Informational Report

1. Focus (15 minutes)

Display the cover of *Life in a Suburban Community*. Read aloud the title and author. **Ask:** What did we learn about suburban communities when we read this book in the last lesson? (Allow responses.) We’ll read Chapter 1 today. While I read, think about what we could write for a title for our report.

Show pages 6 and 7 and discuss the photographs and other graphic features. Then read the pages aloud in a fluent, expressive voice. **Ask:** What is the topic of this chapter? Allow responses. Ask students to suggest a title, such as “Homes in Suburban Communities.” Close the big book and write the title on chart paper.

**Ask:** What is the main idea of this chapter? (Allow responses.) Today you will think of a topic sentence that tells the main idea. Then you will write some facts. The facts should give more information about your topic sentence. When you are done, edit your writing. Make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts.

2. Rehearse (5 minutes)

**Say:** If you are still drafting your report, tell your partner what facts you are going to write today. If you are starting a new report based on Chapter 1, talk to your partner about what you learned from reading the book and what you could write on 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:
- *The main idea is _____.*
- *A suburban community is _____.*
- *Many families _____.*
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. Give a copy of BLM 2 to each student who is ready to write a new report. Make sure the big book is available for students to refer to if needed. For students who have difficulty coming up with a topic sentence, say: Sometimes we have to put information together to figure out the main idea. We read about different types of homes in suburban communities, such as houses, townhouses, and mobile homes. That is the main idea of this chapter. A good topic sentence might be “Families in suburban communities live in different types of homes.”

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)

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

- Invite volunteers who are in the process of writing their reports to read aloud their topic sentences and explain how they decided on these sentences.
- Ask volunteers who have completed their drafts to read them aloud. Ask other students to listen to check that the sentences have facts that tell about the topic sentence.
- Invite several students to show the facts they wrote on their graphic organizers and tell how they cited their sources. As a group, check the page references against the big book.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I write notes about the text on my graphic organizer.
- I will use describing words to help my readers visualize the information.
- I will write facts to support the main idea.

Directive and Corrective Feedback
- Look at your graphic organizer. What is one fact you learned about homes in suburban communities? Write that fact.
- What do you need to put at the end of this sentence? Why?
- You need to add a describing word to help your readers visualize the information. What could you add?

Self-Monitoring and Reflection
- What does a complete thought need? Check that you wrote complete thoughts.
- Point to the topic sentence. Now point to a fact that tells about the topic sentence.
- What could you ask to help you come up with a good describing word?
- How could you make these sentences more interesting?

Validating and Confirming
- You wrote a good topic sentence!
- Your other sentences tell about your topic sentence. Good writing!
- You asked yourself questions. That’s something strong writers do.
- I liked the way you described ______.

Teacher Tip

You may wish to work with a small group of English learners and/or struggling writers to provide additional modeling and support while other students write independently.