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. **Say:** We have been reading this book and using the information to write our reports. What topics have we been writing about? (Allow responses and turn to Chapter 2.) We learned that the title of a nonfiction text often tells us what the topic is. The title of this chapter is “Jobs.” What do you think the topic might be? (Allow responses.) I’ll read the first two pages of Chapter 2 today. **While I read,** think about what we could write for a title for our report.

Read pages 8 and 9 aloud in a fluent, expressive voice. Follow students’ lead in discussing the features on the pages. When you’ve finished reading, ask students to suggest a title, such as “Jobs in Suburban Communities.” Close the big book and write the title on chart paper.

**Ask:** What is the main idea of these two pages? (Allow responses.) **Today** you will think of a topic sentence that tells the main idea of your report. Then you will write some facts about it. Remember that the facts should give more information about your topic sentence.

2. Rehearse (5 minutes)

**Say:** Before you begin writing, talk to your partner about what you will work on today. If you are continuing to draft or edit your last report, tell your partner what you will focus on today. If you are beginning a new report based on the information at the start of Chapter 2, tell your partner what your report is mostly about and what topic sentence you will write that tells this. Then tell your partner some important facts you remember about the topic. You can help your partner think of good ideas for a topic sentence and facts to use. Remember to use the Informational Reports graphic organizer to help you plan your writing.

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 ______.**
- **Some people work ______.**
3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders and give a copy of BLM 2 to each student who is ready to prewrite a new report. Say: I liked the way you talked with your partners about your ideas and the way you helped each other think of things you could write. Record your ideas on the graphic organizer. Then you will be ready to write independently! Make sure you have a topic sentence and facts to support it. 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.

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. In this chapter, we read about different places people work, such as in a nearby city or in their own neighborhoods. That is the main idea of this chapter. A good topic sentence might be “People who live in suburban communities work in different places.”

Ask questions as needed to help students remember and state facts they learned about jobs in suburban 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)

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

- Invite volunteers to tell the source of their information orally. Ask students to tell why we cite our sources when we write reports.
- Ask volunteers to share questions they ask to help them figure out what facts to write. Ask what questions they ask to help them with word choice.
- Use good examples of students’ writing to highlight topic sentences, facts that support topic sentences, complete thoughts, and appropriate describing words.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I ask myself questions to help me decide the topic sentence.
- I will check that I have written complete thoughts.
- I will add the word ______ to describe ______.

Directive and Corrective Feedback
- What is the text mostly about? What topic sentence could you write?
- What is one fact you read that tells about different jobs? Write a sentence about that fact.
- How could you describe ______?

Self-Monitoring and Reflection
- Point to your topic sentence. Now show me where you write facts about it.
- Do your facts give more information about the topic sentence?
- Did you write complete sentences? How could you check?
- Check the beginnings and endings of your sentences. Do you need to fix anything?

Validating and Confirming
- Your topic sentence tells the main idea!
- Your facts give more information about the main idea. Strong writers to do that when they write reports.
- I liked the way you went back and fixed that. Strong writers check their writing for errors.
- You wrote the word ______! I like the way you worked that out.

Teacher Tip

Use the Class Status Chart in Making Sense of the Writer’s Workshop to monitor students’ progress.