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: Yesterday we read the first pages of this chapter and wrote reports about where people work when they live in suburban communities. What does the word commute mean? (Allow responses.) Today I will read the last pages of Chapter 2. While I read, think about what we could write for a title for our report.

Show pages 10 and 11 and discuss the photographs and other graphic features. Then read the pages aloud in a fluent, expressive voice. Ask: What is the topic of these pages? Allow responses. Ask students to suggest a title, such as “Community Helpers.” 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. Then you will write some facts. The facts should give more information about your topic sentence. When you are done, you will edit your writing.

2. Rehearse (5 MINUTES)

Say: Before you begin to write today, tell your partner what you plan to work on. Use the time to rehearse the ideas that you will write. If you are beginning to edit, tell your partner what you will be looking for in your writing as you edit.

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

• Today I’m going to ______.
• I want to change ______ because ______.
• A community needs ______.
• The main idea is ______.

Objectives

Concepts About Print
• Apply print concepts and conventions during writing.

Oral Language and Grammar
• Retell information orally.
• Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

Purposeful Phonics Connections
• Apply letter/sound relationships.
• Write high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Ask questions.
• Identify main idea and details.
• Cite sources.

Writing
• Draft and edit an informational report.

Materials
• Big book: Life in a Suburban Community (Benchmark Literacy Unit 5, Week 2)
• Informational Reports graphic organizer (BLM 2)
• Chart paper and markers
3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders and ask them either to continue drafting or editing or to begin a new report. Make sure the big book is available for students to refer to if needed. Give a copy of BLM 2 to each student who is ready to begin working on a new report. For students who have difficulty coming up with a topic sentence, say: Sometimes you can use a sentence from the text to help you get an idea for your topic sentence. (Turn to page 10 in the big book.) The first sentence on page 10 is “Some people are community helpers.” This section is about community helpers in suburban communities. A good topic sentence is “Community helpers work in suburban communities.” Notice how I don’t copy the sentence from my source. I write my own information in my own words. What facts could you write about this topic sentence? Allow responses.

Ask questions as needed to help students remember and state facts they learned about community helpers. 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 will write complete sentences.
• My sentences will tell about the topic sentence.
• I will ask myself questions as I write.

Directive and Corrective Feedback
• You are writing about community helpers. What facts could you write about this topic?
• Say this word slowly. What sounds do you hear? Now look at the letters you wrote. What do you need to change?
• Tell me about ______. Now add a describing word to your sentence.

Self-Monitoring and Reflection
• Read your topic sentence. Now check that your other sentences tell about your topic sentence.
• What words were difficult? What strategies did you use to help you write them?
• Check that you used the correct end punctuation on your sentences.
• What questions could you ask to help you figure out the main idea?

Validating and Confirming
• I like the way you described ______.
• You remembered to use uppercase letters at the beginnings of sentences and appropriate end punctuation at the ends. That’s good writing!
• I really enjoyed reading your sentences!
• You wrote the letters for the sounds you heard!
• You asked questions to help you choose the best words to use. Strong writers do that, too!

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