Draft and Edit an Informational Report

1. Focus (15 minutes)

Refer to the Informational Reports anchor chart posted in the classroom. Review each point with students and discuss how they applied the steps to the reports they wrote in the previous week. Say: Let’s think about what we have learned about informational reports and how we used the steps on our anchor chart to write our reports last week. Use the following questions to prompt discussion:

- What topics did we pick?
- Where did we get information about our topics?
- What parts of an informational report did we write?
- How can readers use the titles of our reports?
- How did our pictures make our reports better?
- Why do we cite our sources?

Display the cover of Needs Past and Present. Read aloud the title and author. Ask: What are the people doing in the two photographs on the cover? (Allow responses.) What are the people doing? (Allow responses.) Looking at these photographs, what do you think the word needs might mean? (Allow responses.) Today I’ll read the Introduction to this book. Then we will use the information to write a report. While I read, think about what we could write for a title for our report.

Read pages 4 and 5 aloud 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 “Needs.”) What is the main idea of the Introduction? (Allow responses.) Today you will continue to work on your reports during independent writing time. Those of you who are ready to start a new report can write about the main idea and details in the pages we just read.

2. Rehearse (5 minutes)

Say: Before you begin writing, discuss your ideas with your partner. If you are beginning a new report, tell your partner what the main idea of your report will be and some facts you learned from this chapter that tell about the main idea.

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

- Today I will ______.
- I will use my graphic organizer to ______.
- People need ______.
- The main idea is ______.
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: Now that you have discussed your writing ideas with your partner, you are ready to organize your writing on your graphic organizer. Remember the ideas you had for a topic sentence and supporting sentences. Write them. Then use the ideas to write your report. 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. We read about different needs people have, such as food, water, clothing, and a place to live. That is the main idea of this chapter. A good topic sentence might be “People have needs.”

Ask questions as needed to help students remember and state facts they learned about needs. 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. 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 read aloud their informational reports as other students listen to identify the main ideas of the reports and the topic sentences.
- Point out and celebrate examples in students’ writing of topic sentences, facts, and drawings that share information they learned from the text.
- Ask volunteers to share the questions they asked to determine their topic sentences. Remind students that a topic sentence should tell what a report is mostly about.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will write “who” or what the sentence is about and an action.
- I will check for uppercase letters and end punctuation.
- I will go back and check my writing.

Directive and Corrective Feedback
- What is the most important idea? Does your topic sentence tell this?
- Tell me what you learned about ______? Now write a sentence telling a fact.
- How could you describe ______?

Self-Monitoring and Reflection
- Point to your topic sentence. Does it tell the most important idea in the Introduction?
- How could you write that? How could you fix it?
- What letter would you expect to see at the beginning? In the middle? At the end?

Validating and Confirming
- Your topic sentence tells the main idea!
- You wrote some facts you learned about ______!
- You asked yourself questions. That’s something strong writers do.
- You wrote the word ______! I like the way you worked that out.
- You fixed the ______! Good thinking!

Teacher Tip

Reinforce the concept that informational report writers must use facts from reliable sources. Generate a list of reliable sources of information, such as nonfiction books, encyclopedias, and people who are recognized experts on a specific topic (doctors, scientists, etc.). Remind students that they are learning to write reports based on nonfiction book sources.