Draft and Edit an Informational Report

1. Focus (15 MINUTES)

Display the cover of Needs Past and Present. Read aloud the title and author. 
Ask: What need did we read about yesterday? What need will we read about 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. After reading ask: What is the topic of this chapter? Allow responses. Ask students to suggest a title, such as “Getting Water.”

Ask: What is the main idea of this chapter? (Allow responses.) Today some of you will begin working on a report about the information you learned from listening to me read Chapter 2. Turn and tell a partner what you need to do to get ready to write your report. Allow time for students to talk in pairs. Then ask volunteers to share what they talked about.

Say: Talking about what you learned and your ideas for your report is the first thing you do to get ready to write. What do we do after we talk about our ideas? Allow time for students to talk in pairs. Then ask volunteers to share what they talked about.

Say: After we talk about our ideas, we jot down notes on our graphic organizers. The notes will help us write our sentences when we are ready to write. Then we write our reports, making sure to write a topic sentence and sentences that provide more information about the topic sentence. What do we do when we finish writing our drafts? (Allow responses.) That’s right. We reread to edit and revise our drafts.

2. Rehearse (5 MINUTES)

Say: If you will be drafting today, tell your partner your ideas for a topic sentence and supporting facts. If you will be editing, tell your partner what you will be looking for. Partners should help each other remember key things to look for.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I need to check my writing for _______.
• An important fact is _______.
• An idea for a topic sentence 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 phonics knowledge to encode unknown words.
• 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: Needs Past and Present (Benchmark Literacy Unit 6, Week 2)
• Informational Reports graphic organizer (BLM 2)
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: Think about the ideas in this chapter and the topic of your report to help you come up with a topic sentence. Where did people get water in the past? Where does water come from today? A good topic sentence might be “Water comes from rivers and lakes.” Then you could write about the difference between how Native Americans got their water from the rivers and lakes and how people today get their water from the rivers and lakes.

Ask questions as needed to help students remember and state facts they learned about getting water. 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 tell who or what and an action to write a complete thought.
- I will use describing words.
- First I will organize my thinking on my graphic organizer.

Directive and Corrective Feedback
- Tell me some facts you learned about getting water. Now write those facts.
- What do you need at the end of this sentence? Why?
- Say the word slowly one more time and listen to the ending sounds. Now write the letters that stand for those sounds.

Self-Monitoring and Reflection
- How did you use the ideas in the text to write the sentences in your own words?
- Read your sentence. Does it make sense? How could you fix it?
- Which words were difficult? What did you do to help yourself write them?

Validating and Confirming
- That was a tricky word, but you wrote it by listening for the sounds! Nice work!
- Your facts tell about the main idea.
- You went back and fixed _____. Strong writers revise to make their writing the best it can be.
- I like the way you remembered the end punctuation on all of your sentences.
- You used your graphic organizer to help you plan your report.

Teacher Tip

Using short informational newspaper articles, continue to reinforce the concept that readers can figure out a topic through titles, headings, first sentences, and photographs.