Draft and Edit an Informational Report

1. Focus (15 MINUTES)

Display the cover of Needs Past and Present. Say: Let’s review what we learned from reading this book so far. Tell me what you remember. (Allow responses.) What did you do when you wrote your reports? If you can’t remember all the steps, look at our Informational Reports anchor chart. Allow responses.

Show pages 10 and 11 and read the chapter title. Ask: What do you think the topic of this chapter is? Allow responses.

Read the pages 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 Clothes.”

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 3. Turn and tell a partner what you need to include in a report. Allow time for students to talk in pairs. Then ask volunteers to share what they talked about.

Say: Your report should have a topic sentence and other fact sentences that tell more about the topic sentence. You can add pictures or other graphic features to your reports, too. Turn and tell your partner what the purposes of the topic sentence and the fact sentences are. Allow time for students to talk in pairs. Then reinforce that a topic sentence tells what a report is mostly about. Remind students that the fact sentences support a topic sentence.

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:

• Today I will ______.
• I will look for ______.
• A fact that supports the topic sentence 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. **Say:** Now write the ideas you talked to your partner about on your graphic organizer. Then you can begin writing your report. What will you do when you finish writing? (Allow responses.) **What will you look for when you edit?** Allow responses.

For students who have difficulty coming up with a topic sentence, **say:** Think about the topic of your report: Getting Clothes. The text on page 10 tells us that Native Americans made their clothes. It tells us on page 11 that most people today buy their clothes. We can put this information together to figure out a topic sentence. A good topic sentence might be “People in the past got their clothes in a different way than people get them today.”

Ask questions as needed to help students remember and state facts they learned about getting clothes. 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:

- As students share their informational reports, ask students who are listening to identify examples of describing words. As a group, discuss alternative describing words students could use.
- Point out and celebrate examples of topic sentences, facts, and drawings that share information from the text. Discuss with students the importance of graphic features in providing facts in informational reports. Help students who are ready write labels for their drawings.
- Ask volunteers to share the strategies they used to write difficult words, to choose the best words to use in their writing, and to identify main ideas.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will use important ideas in the text to write my topic sentence.
- I will check my writing and make changes.
- I will write complete thoughts.

**Directive and Corrective Feedback**
- Think about the topic of your report. Now think about the most important thing you want to write about the topic.
- What facts did you find about ______? Check your graphic organizer.
- How could you describe ______?

**Self-Monitoring and Reflection**
- Check that you have written complete thoughts. How can you tell?
- Tell me how you used your graphic organizer to help you write.
- What can you do if you don’t know how to write this word?
- What questions did you ask to help you write your topic sentence?

**Validating and Confirming**
- I like how you used the ideas on your graphic organizer to help you draft your sentences.
- Your topic sentence tells what your report is mostly about!
- Your sentences tell about your topic sentence. Good work!
- You asked yourself questions. Strong writers do that to help them find the most important ideas.
- I learned something new from reading your report!

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