Draft, Edit, and Revise an Informational Report

1. Focus (15 MINUTES)

Display the inside back cover of *Life in a Suburban Community*. Read the heading to students. **Say:** This is a special kind of nonfiction text that tells about a person. We call this a biography. Because this information about William Levitt is in an informational report about suburban communities, I expect that it will tell something about Levitt and what he did for suburban communities. I’ll read the text to find out. While I read, listen for the main idea of this text.

Read the page aloud in a fluent, expressive voice and discuss the photographs, caption, and sidebar. (Do not read “Make a Connection” at the bottom of the page.)

Before students rehearse and write, discuss the topic and main idea of “Meet William Levitt.” **Ask:** What important thing did William Levitt do? (Allow responses.) **This is the main idea of this text.**

Explain what you want students to do today, and remind them of the steps in writing a report. **Say:** If you are ready to begin a new report today, you can write a report based on information you learned from listening to me read about William Levitt. You will use your graphic organizer to help you plan your writing. I want you to think of a title for your report. Remember that your title gives your reader an idea of what your report is about. I want you to think about what you want to write about Levitt and what your topic sentence will be. Remember that your topic sentence tells the most important information about your topic. Then you will choose facts and write sentences that tell more about your topic.

**Ask:** What do you need to do when you have finished writing? (Allow responses.) **That’s right!** You need to edit your writing. You need to make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts. You should check to make sure that your sentences begin in different ways. How can you check that you have complete sentences? Allow responses.

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**NOTE:** Use this time to revisit or reteach any concepts students still need to practice based on your daily observations of their current strengths and needs in writing informational reports.
2. Rehearse (5 MINUTES)

Say: If you are continuing to work on your report from yesterday, tell your partner what you will focus on today. If you are starting a new report, share your title and topic sentence with your partner. Make sure your topic sentence tells the main idea. Then tell your partner some important facts you remember about the topic.

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 begin a new report. 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 that William Levitt built Levittown, he built 17,000 homes, and he figured out how to build homes that more people could afford. Now we know that Levitt was a builder! That is the main idea of this page, so a good topic sentence might be “William Levitt was a builder.”

Ask questions as needed to help students remember and state facts they learned about William Levitt. 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 students learned 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
• My topic sentence will tell the main idea.
• I will check for uppercase letters and end punctuation.

Directive and Corrective Feedback
• Tell me an important fact you learned about ______. Now write a sentence about it.
• How many times do you use the word ______? What words could you use instead?
• Think about what ______ is like. Now add that to your sentence.
• Look at your graphic organizer. What ideas can you get from that?

Self-Monitoring and Reflection
• Check to see if you wrote complete thoughts. How can you tell?
• Reread this sentence. Does it make sense? How could you fix it?
• Can you think of a way to make this sentence sound even better?
• What questions could you ask yourself here to help you choose a different way to start this sentence?

Validating and Confirming
• Your topic sentence tells the main idea!
• These sentences support the topic sentences!
• I noticed that you asked yourself questions to help you choose the best words to use. That’s something strong writers do.
• I like the way you listened to the sounds in that tricky word and wrote the sounds you heard.

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.