Draft, Edit, and Revise an Informational Report

1. Focus (15 minutes)

Display the inside back cover of Needs Past and Present. Say: This kind of nonfiction text asks questions about a topic (Point to the “Q.”) and then tells the reader the answers. Point to the “A.”

Read aloud the main heading to students. Ask: What can you remember about what needs are? (Allow responses.) Let’s read these questions and answers about needs and find out more about this topic.

Read the page aloud in a fluent, expressive voice and discuss the photographs and labels. (Do not read “Now It’s Your Turn” at the bottom of the page.)

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.

Before students rehearse and write, discuss the topic and main idea of “Facts About Needs.” Then say: If you are ready to begin a new report today, you can think of a title for your report. Use your graphic organizer to help you plan your writing. Remember that your topic sentence needs to tell the main idea. Then you will write facts about the topic sentence. When you are done, you will edit your writing. Make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts. Finally check to make sure that your sentences begin in different ways.

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.

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

- The topic is ______.
- The main idea is ______.
- An idea for a topic sentence is ______.
- When I edit, I look for ______.

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, edit, and revise 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 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 needs are things you cannot live without, but wants are things you would like to have. Now we know that needs and wants are two different things. That is the main idea of this page, so a good topic sentence might be “A need is different from a want.”

Ask questions as needed to help students remember and state facts they learned about needs and wants. 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 the 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
- I will write sentences to tell about my topic sentence.
- I will write facts that tell about my topic sentence.
- I will reread my writing and look for places where I can be more descriptive.

Directive and Corrective Feedback
- What is the topic of your report? Think about a topic sentence that tells the most important thing about your topic.
- What did you learn about ______?
- A describing word here would help me picture what you’re writing about. What word could you write?
- What is another way to write ______?

Self-Monitoring and Reflection
- Tell me how you figure out the main idea.
- Did you write a topic sentence? Show me where.
- What strategies did you use to help you write your report?
- Tell me how you used your graphic organizer.

Validating and Confirming
- I like the way you started your sentences in different ways. Strong writers do that!
- You chose good describing words that help me picture what you wrote about. Nice job!
- You remembered to check the beginnings and endings of your sentences. Strong writers check their writing to see if they can correct any errors.
- You wrote an interesting sentence about ______.

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