Reread During Drafting

1. Focus

Explain Rereading

Say: When I write a biography, I may not finish it in one day. When I take up where I left off writing the next day, I want to reorient myself. I might have lost momentum by stopping, so I have to get back in the flow. I do that by rereading what I’ve already written. I check my organizing chart to see what comes next after the text I wrote the day before. I also want to write in the same style, and that’s easier to do when I reread what I wrote before. It’s kind of like when you stop watching a DVD in the middle. You might want to review the scene before you stopped in order to get back into the story. Today I’ll show you how to reread what you’ve written in order to keep your writing on track.

Model Rereading During Drafting

Display the modeling text on chart paper or using the interactive whiteboard resources.

Objectives

In this mini-lesson, students will:

- Learn the strategy of rereading during drafting to maintain the flow of writing.
- Practice rereading during drafting.
- Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed

- Chart paper and markers
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text onto chart paper.

Modeling Text

Say: This is where I left off in my drafting yesterday. I need to reread this paragraph to see where I’m at in my writing. I also want to be able to continue writing in the same tone and style. (Model rereading the text.) I see that I have reached the time in my dad’s life right after he left college. I notice that I refer to him as my dad rather than by name. I’m writing in third person, so I need to continue doing that. I need to make sure to link the text I write today with the text I wrote yesterday and continue my original purpose, which was to write a biography about my dad. I need to think where I go next. I can look back at my organizing chart to see that the next event in my dad’s life is that he met my mom. I can continue writing about that event. I can link this text to the new text by using transitional words, for example, “Two years after Dad had become a farmer, he met someone who would have a lifelong effect on him—my mom.” This sentence helps link the new text with what I’ve already written.
2. Rehearse

Practice Rereading During Drafting

Invite students to work with partners using a draft one of the students is working on. Encourage them to read the draft together and discuss what the draft tells them so far about how they would continue their writing.

Share and Discuss Rereading During Drafting

Invite students to discuss how rereading helped them focus their thoughts going forward in the draft. Encourage them to share some of the features they noticed in rereading—for example, tone, voice, organization—that helped them know what to write next.

3. Independent Writing and Conferring

Say: We just learned how to reread what we’ve written so far in our biography drafts in order to continue writing using the same tense, voice, and style. We also need to be able to link what we have written previously with our new writing. We can refer to our planning chart to help us remember which events to include next.

Encourage students to continue to reread as they write their biography drafts. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to talk about how rereading helped them continue writing in the same style that they began with.

Strategies to Support ELs

Beginning

Work one on one with ELs. Ask them to reread something they have written on a different day. Help them add another sentence to their writing, picking up on the tone, tense, etc.

Intermediate and Advanced

Pair ELs with fluent English speakers during the practice activity.

All Levels

If you have ELs whose first language is Spanish, share this English/Spanish cognate: biography/la biografía.