

Writing News Stories, cont.

- ◆ As students begin to draft their weather news stories, remind them of the Reading with a Writer's Eye activity from earlier on using examples. Explain that newspaper reporters will also use examples to help readers understand the main idea of a story. Encourage them to use examples to describe the weather conditions or event featured in their stories.
- ◆ If students have difficulty generating text, suggest that they write sentences that describe what the weather has been like, what they think it might be like for the next few days, or what kind of clothes people have been wearing in this weather.
- ◆ If students are writing about a recent weather event, remind them to answer the questions *who*, *what*, *where*, and *when* in their stories. Encourage them to place the most important information at the beginning of their news stories.
- ◆ Tell students to use the **Sound/Spelling Cards** and the High Frequency Word Bank to help them spell words correctly in their drafts.
- ◆ Remind them to think about the capitalization skills they have learned so far in this unit. Tell them to make sure any proper nouns or names of dates and months used in their stories are capitalized.

Research in Action

Monitor students' writing progress. Confer with them about what they are doing well and what you plan to do to help them write better. Establish how you will help them develop the necessary knowledge, skills, and strategies to improve their writing.

(Steve Graham and Karen Harris)

Differentiating Instruction**English Learners**

IF . . . students need extra help with writing news stories, **THEN . . .** see **English Learner Support Guide** Unit 5 Lessons 6–10 to help them understand how to turn their ideas and information into sentences.