



Report Writing

Grades 3-5

THE WRITING PROCESS

In order to have writing a report be a pleasant experience for you and your student, it is essential to establish deadlines before you begin. Try to do this with your student, since you both know his or her strengths and weaknesses. This will help the process of writing a report run smoothly.

I suggest marking a calendar to remind your student -where his or her deadlines are. It may be helpful to remind them on the Monday of each week, as to what part of the report is coming due during the next few days.

Here are some suggestions for setting time limits on the assigned parts of the report. Please modify them to fit your needs.

Step 1: Prewriting - Choose a Topic

List some ideas for a topic. You may need to discuss it together to decide if it is too narrow or too broad. Ask these questions about your topic of interest: Can I find enough information?

Can I cover the topic in a two or three-page report?

Does this topic really interest me?

THIS CAN PROBABLY BE DONE IN ONE DAY.

Step 2: Plan your Report

List about five questions that you want to find out about your topic. You may want to list many more questions. (These are just guiding questions. Your student will probably find lots of other interesting facts which he or she may want to include in his report, once he has began researching information.)

THIS CAN PROBABLY BE DONE IN ONE DAY.

Go to the library and check out as many books as you can about your topic! You may not use them all, but you can look at them in greater detail at home.

MARK THE DATE ON YOUR CALENDAR: WHEN YOU WILL GO TO THE LIBRARY.

Using your resources: library books, encyclopedias, magazines and the internet, write your facts on note cards or binder paper skipping at least two lines after each fact. Be sure to write information in your own words. THIS CAN BE DONE IN A WEEK OR TWO. (Perhaps more time is needed, if you are doing other lessons at the same time.) MARK THE DUE DATE FOR COMPLETED RESEARCH ON YOUR CALENDAR.

Put related facts in order, which would make paragraphs. You will probably need to add a topic sentence and closing sentence to each paragraph later. You may choose to write an outline at this time. THIS CAN BE DONE IN 2-3 DAYS. MARK YOUR CALENDAR.

Step 3: Write a First Draft

At this time you will form paragraphs. Now you can add topic sentences and closing sentences to catch the interest of your readers. You may want to skip lines to leave room for changes and any spelling and grammar corrections. Don't worry about neatness or a perfect report yet! MARK THE DUE DATE FOR THE FIRST DRAFT ON YOUR CALENDAR.

Step 4: Revise

Re-read your report, but don't worry about spelling and grammatical errors yet. You are just reviewing the content now. You may want to ask questions such as these:

- Do I have a good opening?
- Are all the facts written clearly?
- Do I need to explain any terms?
- Does each paragraph have a topic and closing sentence?

Make any changes in the content now.

MARK THE DUE DATE FOR REVISED DRAFT ON YOUR CALENDAR.

Step 5: Proofread

Proofread your report for mistakes in spelling, grammar, capitalization and punctuation. It is helpful to work with your student during this step by guiding them to the errors, but have them try to identify and correct them.
MARK A DATE ON YOUR CALENDAR WHEN YOU CAN DO THIS TOGETHER.

Step 6: Publish

1. Write or type your report as neatly as you can.
2. Give it a title.
3. Make your bibliography, contents and title page.
4. Check over your report for any copying mistakes.
5. You may want to share your report in a special way, perhaps a speech, or make a project to accompany it.

MARK THE DUE DATE FOR THE COMPLETED REPORT ON YOUR CALENDAR.

SUGGESTED SOCIAL STUDIES REPORTS
FOR GRADES 1-8

1st grade: Simple book report

2nd grade: Historical figure (1 page)

3rd grade: American Heroes or American Indians or
Animals-a science topic

4th grade: California Indians/Mission or other topic of California

5th grade: State Report

6th grade: Country Report, Ancient History

7th grade: World History

8th grade: U.S. History

STATE REPORT GUIDELINES

Here is a useful checklist for a state report. You may use these, add others, or make your own list with your child. It is helpful to go over these suggestions before you begin researching your state and again after you have put together the rough draft. This may also be adapted for a country report.

___ Where is your state located?

___ What is your state's capital?

___ What Is the population of your state? How does that population compare to California or the population of Modesto?

___ How big is your state? How does its size compare to California?

___ What is the climate like? (What is climate? How does it differ from weather?) How is the climate different or the same as where we live? Would you like to live in that climate? Why?

___ What are the main crops grown there? How are these crops useful to us or other countries?

___ What products are produced there? How are these products useful to our daily lives?

___ Are there any major lakes, rivers or oceans in or near your state? Tell about them. How are they useful for business?

___ What are the major attractions of your state? Is there anything "fun" to do there? What would you like to visit in this state and why?

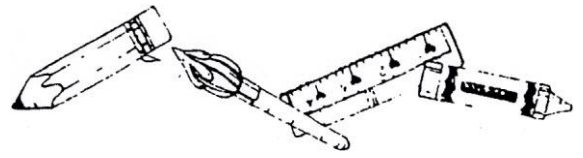
___ Tell a few important events in history which are related to your state.

___ Include at least one paragraph, which gives any other interesting information which you learned about your state. Tell why this information is interesting to you.

Make a map of your state, showing these important landmarks:

- major cities
- rivers
- lakes
- other states, countries or bodies of water bordering your state
- capital
- compass rose

Make a legend for the map.



Dear Parents,

As part of the fourth grade curriculum, students are to do a California History Project. After researching a California history topic, students have a choice of the following products to create:

- A. Report
- B. Model
- C. Photographic Essay
- D. Narrated Video Tour
- E. Art Project

Possible California history topics:

- Indians
- Explorers
- Mission Days
- Rancho Days
- Gold Rush
- Statehood
- Railroads
- Immigration
- Modern California Topic

Guidelines:

1. Each project (except A) must have a one page summary explaining it and how it relates to California History.
2. Models must be 2 feet by 2 feet or smaller.
3. Parents should act as facilitators, guiding and assisting when necessary.

Types of projects done in the past: Indian villages, blueprint of a mission, mission model, Spanish explorer ships, Sutter's Fort, Fort Ross, goldfield model, and a covered wagon. The possibilities are endless!

Types of materials: **Baker's Clay** (2 cups flour, 2 cups salt, 1/2 cup or more of warm water, and a teaspoon of cooking oil), cardboard, Styrofoam, paper mâché, newspaper, chicken wire, toothpaste, piping gel, and anything else you can think of that is around the house.

Bibliography Format

Writers use a bibliography to identify the sources they used when writing an article or book. Bibliographic entries are alphabetized according to the first word in the entry.

Book with one author:

Author's last name, first name. Book Title. City published in: Publisher, Date published.

example: Detz, Joan. How to Write and Give a Speech. New York: St. Martin's Press, 1984.

Book with two or three authors:

1st author's last name, first name, and 2nd author's first and last name. Book Title. City published in: Publisher, Date published.

example: Ornstein, Robert, and Richard F. Thompson. The Amazing Brain. Boston: Houghton Mifflin, 1984.

Book with more than three authors:

1st author's last name, First name, et al. Book Title. City published in: Publisher, Date published.

example: Dolciani, Mary P., et al. Algebra. Boston: Houghton Mifflin, 1980.

Article in an encyclopedia:

"Article title." Encyclopedia name, Vol. letter. City published in: Publisher, Date published, pp. page numbers.

example: "Ecology." The World Book Encyclopedia, Vol. E. Chicago: World Book, 1983, pp. 37-38.

Article in a monthly magazine:

Author's last name, First name. "Article Title." Magazine title (Month. year): pages.

example: Flamsteed, Sam. "When Galaxies Collide." Discover (Feb. 1990): 50-57 .

Article in a weekly magazine:

Author's last name, First name. "Article Title: Magazine title (Month. day, year): pages.

example: Flamsteed, Sam. "When Galaxies Collide." Discover (Feb. 24, 1990): 50-57.

Article in a daily newspaper:

Author's last name, First name. "Article Title." Newspaper title (Month. day, year): pages.

example: Chira, Susan. "Electronic Teacher." The New York Times (Jan. 24,1990): A1-A2.

Film/Media

Title. Film Production Company, date filmed.

example: Airplanes. American Film Co., Inc., 1972.

Computer Encyclopedia on C.D.:

"Article Title." Encyclopedia name C.D., date.

example: "Egypt." Encarta C.D., 1997.

Online/Internet Information:

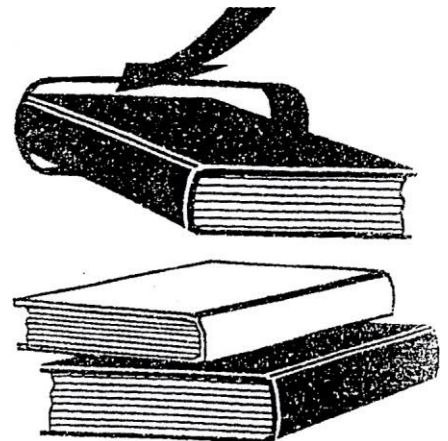
"Title." www. address. Date page was posted. Date information retrieved.

example: "Eddie Bauer." www.eddiebauer.com. 2012. Retrieved Jan. 12, 2013.

Article in Pamphlet:

Author's last name, first name, "Title", Publisher (date).

example: Lee, Jon, "Smoking", Bantam Books (1998) .



Teacher's Holistic Writing Evaluation

Student's Name: _____ Date of Evaluation: _____

Writing Assignment: _____

Carefully read the student's piece of writing. Check the paragraph that most closely reflects your opinion of the assignment.

- A. This is a well-written assignment that shows logical organization to present its message clearly. It is creative and uses appropriate language for the audience. The author uses a variety of sentences. It is error-free and neatly written.
- B. This written work is good and shows preparation by the author with thought to its purpose and audience. It is interesting, but it is not as smooth as it could be and does not have much sentence variation. The mechanics are good, with only a few errors. It is neatly written.
- C. This assignment shows only a minimum of preparation, with little adherence to detail. There are some errors in mechanics and spelling. The student needs to use a proofreading checklist.
- D. This writing is unsatisfactory. It is vague and unorganized. There are many errors. It is not neatly written. This student will need to have individualized help.
- F. This assignment was not completed by the student. This student will need to have a conference with the teacher.