Report Writing

Report writing is based on people, events, places, animals or objects. It includes a series of facts, as well as some ideas that might be surprising to the reader.

Characteristics of report writing include:

- a title
- a general opening statement
- facts organized by headings and/or subheadings
- information that is factual
- information that is non-chronological
- is written in the present tense
- concise, clear sentences
- action words
- verbs
- technical vocabulary
- questions that are used to capture the reader's attention
- boldface, underlining or capitalization to highlight key words
- often concludes with a summarizing comment
- captions, an index, glossary, headings, notes, references, table of contents
- illustrations, photographs, diagrams, insets, maps and/or tables

Examples of report writing include:

- general and/or specific descriptions of science, social studies and health-related topics
- newspaper and magazine articles
- comparisons

Report writing is a popular style of writing for many elementary students. This genre allows them to delve deeply into topics of interest to them. Particularly for reluctant male writers, it can be the catalyst that jumpstarts a deeper interest in the writing process. Because report writing is non-chronological, it is easier for students to repeatedly return to the topic after short breaks, such as recess, or longer breaks, such as the weekend. They enjoy adding features specific to report writing: captions, unique font styles and glossaries. I like to use Jan Wells' book, *The Great Raccoon Adventure*, as a springboard for discussion about the process a writer goes through to write a report, as well as to explore why people write reports.

Lessons at a Glance and Suggested Timeline

Getting Started (Approximately 1 Week)	Developing Skills (Approximately 2-4 Weeks)	Continuing On (Approximately 2 Weeks)
• read-aloud • exploring characteristics • brainstorm topics • shared reading	• modeling using graphic organizers • creating drafts • sharing; feedback • explicit teaching of skills	• guided and independent writing • revising and editing • sharing and publishing • assessment

I like to do a read-aloud of Jan Wells' *The Great Raccoon Adventure* to introduce report writing to my students. I tell them they are going to listen to a story about a Grade 3 student, Daniel, who is assigned a wildlife research project. He struggles to find a topic that is just right for him. But when a pesky family of raccoons unexpectedly upsets the peaceful calm in his backyard, an idea starts to unfold for Daniel's project. I invite students to listen carefully to discover the steps that Daniel takes before he writes his report. We record each step on a chart paper labeled *Getting Ready to Write a Report*.

This chart shows the process Daniel used to write his report:

MENTOR TEXT	Process	Pages	GR
The Great Raccoon Adventure	developing an interest	8	M
	getting books from the library	8	
	recording observations in a notebook	12-13, 30	
	using the Internet	13	
	creating questions	20	
	designing a diagram	24	
	writing notes to self	24	
	talking to experts	32	
	writing the report	40	
	summarizing the process	42	

GR= Guided Reading Level

Getting Started: Reading mentor texts and brainstorming

Time: several sessions
Grouping: whole class

The Read-Aloud

On the whiteboard or smartboard, we read Daniel's written report, *Wildlife Where I Live*. (Available on the *Thoughts in My Pocket* CD.) I ask students what they noticed about report writing. My role is to record what they notice and to add any information that is missing in order to build our anchor chart.

What We Notice About Report Writing

- A report has a title.
- It has a table of contents.
- It has an introduction.
- It is non-fiction, providing facts and information.
- It uses headings.
- There may be different styles of font.
- It may have maps, illustrations, photographs, captions, and labeled diagrams.
- It may have an index and glossary.
- It is not about the author's personal feelings.
- It has a summary.

Students record words, such as: heading, glossary and different fonts. These serve as specific reminders about the characteristics of report writing. Students' notes can be stored in their *Thoughts in My Pocket* notebooks.

Brainstorming Topics

Now we brainstorm topics that the students would like to research. I remind them that we might share common interests but that there are many topics unique to individuals. I list some common topics on the board and then give students an opportunity to work individually.

Students record their own ideas in their *Thoughts in My Pocket* notebooks. When they are finished, they share their ideas with a partner or small group.

Exploring Characteristics of Report Writing

I invite my students to think about the characteristics of report writing. We refer to the anchor chart, *What We Notice About Report Writing*, which we created earlier. I once again display part of Daniel's report on the whiteboard and together we label the various parts of the text, using a dry erase marker. Page 6 is an easy choice to use for labeling as it contains several features of report writing on one page: a heading, use of different fonts and a labeled drawing.

Now we explore the features of report writing in more depth. I put students in small groups and give each group a hard copy of Daniel's report, *Wildlife Where I Live*. Students investigate the organizational structure of the report. I ask them to place a sticky note next to an example of each of the following:

- an introduction
- a heading
- a word in a different font
- a label
- a diagram or drawing
- the glossary
- the table of contents
- one new or interesting fact

Developing Skills: modeling, using graphic organizers, creating drafts, feedback, sharing and explicit teaching of skills

Time: approximately two – four weeks
Grouping: whole class, small groups and individuals

Introducing the Report Writing Graphic Organizer

I introduce students to the *Report Writing Graphic Organizer*, a KWL chart. Together we complete an enlarged version of the graphic organizer based on our shared reading of Daniel's report, *Wildlife Where I Live*. Students simultaneously complete their own graphic organizers. They may copy what I have written or use their own words.

What I **K**now	What I **W**ant to Know	What I **L**earned
- fur is gray and brown - they weigh 5 – 12 kilograms - eat fruit and plants	- Can raccoons be trained to become good pets? - Are the babies born with fur? - How does a mother raccoon teach her babies to get food?	

Students store their report writing graphic organizers in their *Thoughts in My Pocket* notebooks.

Independent Practice Using the Report Writing Graphic Organizer

On another day, I tell my students that we will be writing a report. Just like Daniel, we will use a variety of tools to help us do this. Some information we may acquire through observations. Other information may come from reliable websites on the Internet. Of course, we will read information from books as well. I explain to students that last summer I went whale watching. I learned a lot of interesting facts about pilot whales but I'd like to learn more. I record all the facts I know about pilot whales on my KWL Chart. Then, modeling a think-aloud, I record what I'd like to know about the pilot whale.

KWL Chart

Choose a topic you want to research. In the first column, write what you already **KNOW** about this topic. In the second column, write what you **WANT** to find out. After you have finished your research, write what you have **LEARNED** in the third column.

What I Know	What I Want to Know	What I Learned
- dark black in colour - males can weigh up to 3200 kilograms - females only weigh about half as much as a male - they eat squid, octopus, herring, and various small fish - they work together to get food	How much food do they eat every day? How big is a baby whale? Are they intelligent? Do pilot whales have a blow hole? What are some other interesting facts?	

Find Out More
Learn more about the gradual release of responsibility on page 143.

At this point, I begin to gradually release the responsibility from a teacher-directed activity toward a student-directed one.

I invite students to choose a topic they would like to research. I display some lower level texts from the *Porcupine Collection* to get them thinking about possible ideas. I like to use these texts because they offer a wide range of topics and because these short texts are a quick read for grade 3. Using these texts, students will notice science topics on animals, such as *Squirrels* by Susan Burroughs and *Chipmunks* by Mary Labatt, and on plants, such as *Fiddleheads* by Joanne LeBlanc-Haley. There are also social studies topics found in *Living in the City* and *Living in the Country* by Lise Hawkins and Ivor Sinfield.

Differentiated Instruction

For those students reading below grade level, I might do a shared reading of a simpler mentor text. After reading, we talk about how the author has organized facts for the reader. Using a copy of the same mentor text, students work in small groups and discuss which features of report writing are present. I remind them to refer to our anchor chart *What We Notice About Report Writing* to confirm their findings. We note that report writing does not necessarily include all of the features but it does have a great many of them.

Here are some examples of lower level *Porcupine Collection* texts that you may wish to use for differentiated instruction in report writing:

Title	Guided Reading Level
Raccoons by Pat Etue	F
Squirrels by Susan Burroughs	F
Barn Owls by Mary Labatt	H
Chipmunks by Mary Labatt	I
Living in the Country by Lise Hawkins and Ivor Sinfield	K
Living in the City by Lise Hawkins and Ivor Sinfield	K
City Transportation by Janet Intscher and Pat Etue	K
Fiddleheads by Joanne LeBlanc-Haley	K

Students complete their own KWL Charts, *Report Writing Graphic Organizer* (Reproducible 5), by brainstorming information they already know about their own topics. They then record information they want to learn. During this time, I circulate among groups to ensure that students are on task. When necessary, I offer support through conversation or by asking some leading questions.

Now we discuss how we will find answers to our questions on the KWL Charts. Students will likely suggest reading other books, doing research on the Internet or asking an expert. Over the next few days, I model using some of these resources and record facts that I learned on my KWL Chart. Students are given the opportunity to research their topics and complete their own charts. This will take several sessions. I circulate throughout the room, helping students locate books or appropriate websites.

When the KWL Charts are completed, we meet in our Writers' Circle. I ask if any volunteers would like to share new information they have learned through their research.

Students store their copies of the KWL Chart in their *Thoughts in My Pocket* notebooks.

Creating a First Draft

In this shared writing activity, I refer to my most recent *Report Writing Graphic Organizer*, the KWL Chart, which I completed on pilot whales. Now I model how I use this information to begin drafting my report. I revisit Daniel's report, "Wildlife Where I Live", and together we look at how he organized his report. I think aloud as I organize my own material. I might say, "I want to have my report organized so that it is clear and easy to follow. But I notice that I have information at the beginning of my graphic organizer about a pilot whale's appearance, and I have more information about its appearance recorded in the last column of my KWL Chart. I need to make sure this all goes together in my report. I think the easiest way for me to do this is to circle all the information about a pilot whale's appearance in a red marker. I'll circle information about food in blue and interesting facts in another colour. This will help me keep organized." We talk about other ways to organize the information. I tell my students that using different colours to circle different information works for me, but they may have other ways that work better for them. I am flexible with any system they choose to organize their information.

Once my supporting topics are organized, students are given the opportunity to work independently on their own KWL Chart. As they organize their material, I meet with small groups to offer support as needed.

Composing Sentences and Adding a Heading

Next, I model how to use information from the graphic organizer to compose sentences. I work on one supporting topic at a time, such as appearance, food or location.

> Pilot whales eat octopus, herring, and other small fish.
> Pilot whales work together to get their food.
> Their favourite food is squid.
> Pilot whales eat between 13.6 kilograms (30 pounds) and 45 kilograms (99 pounds) of food per day.

When I have my sentences written, I ask students to help me choose a heading. For this section we decide to use the heading, *Food*.

Then students are given the opportunity to compose sentences based on the information from their graphic organizers. I remind them to add headings for the sections they create.

Over the next few days, we continue working on different supporting topics, composing sentences and adding headings. As they are doing this, I confer with them either individually or in small groups organized by need. For example, I might notice that several children are struggling with changing a jotted down note into a sentence. I would confer with this group and explicitly teach that concept. These discussions are short and occur as the students are engaged in writing.

At the beginning of the year, the length of time we write might be fairly short, but it gradually increases throughout the year until most children can write for about an hour. It is a gradual process and it takes time to build student confidence. It is important that children feel that the classroom is a safe environment where they can take risks with their writing.

Sharing and Feedback

Students need frequent opportunities to share their writing with their peers and/or teacher, regardless of the stage of completion. When students share their stories, I give specific feedback in front of their classmates so that it becomes a learning opportunity for the entire class. I balance positive feedback with something I would like each student to work on. It is helpful to model doing this. I like to start by thanking the student for sharing his/her work. Then I compliment something done well and then ask a question. "I noticed that you wrote a Tasmanian devil is nocturnal. Some readers might not understand the word, nocturnal. What can you add to your report so that the reader understands the meaning of the word?"

After the writer makes a suggestion, I ask that the report be revised so that the meaning is clearer. Then I ask the writer to reread the revised report.

As I provide feedback, I refer to our anchor chart entitled *What We Notice About Report Writing*. Remember that it is not necessary to wait until students have completed their writing to engage in a sharing moment. It is the perfect opportunity for students to ask for input from their peers regarding topics they might write next, interesting words they might use, adding illustrations, and so on.

My students use the T-A-G format to give feedback to their peers. TAG stands for:
- **T**ell something you like about the piece of writing
- **A**sk questions
- **G**ive advice

Students reflect in their *Thoughts in My Pocket* notebooks about a comment made during TAG.

Additional modeled and shared writing lessons you might want to consider include:
- using media sources
- giving feedback during Writers' Circle
- plagiarism

CONTINUING ON: more guided and independent writing, explicit teaching, revising, editing, sharing, publishing and assessment

Time: approximately two weeks
Grouping: whole class, small groups, partners

REVISING AND EDITING THE DRAFT

Too often, when we are working with our students to improve their writing, the focus is on the mechanics of writing. There needs to be a balance between editing for mechanics, and revising all other aspects of the writing. Focus on revising one or two elements of report writing *first*. Then focus on some *editing*. It may help for you to describe editing as correcting spelling, grammar and punctuation. *Revising* is working on all the other aspects of writing, such as: adding or deleting words to make sentences clearer, creating headings, making sure there is a summarizing statement.

Explicit Teaching about Revising the Draft

I invite my students to join me in a shared reading of my draft. I tell them that I want my report to be concise with lots of factual information. I want to make sure that I have written it in an interesting way and that I used many of the characteristics found in report writing.

First, we reread the draft report ensuring that it makes sense. Together, we check that it has characteristics of report writing that are highlighted in our anchor chart. Then I ask students for feedback. Is my report based on facts? Are the facts organized by headings or subheadings? Are the sentences clear and concise?

When I introduce the concept of revising, I like to highlight one particular skill at a time to keep us focused. I begin by choosing one of the easier characteristics of report writing, such as: There is a title. I use one of the two report writing revising and editing checklists (Reproducible #6 or Reproducible #6a) to help keep me focused and organized. As I complete a revision task, I model how I check it off the list.

I start a revising checklist on chart paper, which helps to serve as a visual anchor. It might include questions such as:
- Is there a title?
- Is there an opening sentence or paragraph?
- Are there headings?
- Does my report have facts?

It is also helpful to model how to reread the report by doing a think-aloud activity. For example, I might say: "I like how I organized my facts. The information makes sense and is well organized. But I am wondering if I can make it more interesting by asking the reader a few questions."

Next, I give students time to return to their reports and revise them, using one of the revising and editing checklists, to help structure and guide this process. I choose the reproducible that best suits individual student's needs. At this point, be sure to keep students focused only on the revision tasks. The editing will follow later on. This may take many days. Throughout this time, I encourage students to share their work for feedback, with their peers, with me, and sometimes with the rest of the class.

We add to the revising anchor chart throughout the unit. It might include questions such as:
- Should I add a labeled diagram?
- Is there vocabulary specific to the topic?
- Do I have a summarizing comment?

Additional revision topics you might want to consider:
- adding visuals
- using adjectives to make the writing more interesting

Modeling

Over the next few days, I model for my students how I return to my report to revise for the specific skills taught. I don't erase my original work. Instead I use a coloured marker and I demonstrate how I delete words by crossing them out, fix a spelling by printing the correction above it or add additional words by using a caret.

Later, I invite my students to join me in a shared reading of one of the supporting topics in my draft. I tell them that I think it needs to be more organized which will make my report clearer. I ask my students to help me revise my report. I tell them that first we will reread this part of the report, checking to make sure the sentences are in order.

Food
Pilot whales eat octopus, herring, and other small fish.
Pilot whales work together to get their food.
Their favourite food is squid.
Pilot whales eat between 13.6 kilograms (30 pounds) and 45 kilograms (99 pounds) of food per day.

Together, we decide the best order might look like this:

Food
Pilot whales work together to get their food.
Pilot whales eat between 13.6 kilograms (30 pounds) and 45 kilograms (99 pounds) of food per day.
Pilot whales eat octopus, herring, and other small fish.
Their favourite food is squid.

Then we look at word choice. Many students will point out the repetition of the words "pilot whales". Together we make changes in the text. I model by crossing out, adding other words and combining sentences .

> ~~Food~~
> Pilot whales work together to get their food.
> They
> ~~Pilot whales~~ eat about 13.6 kilograms (30 pounds) of food.
>
> Pilot whales eat octopus, herring, and other small fish, but
> t
> ~~Their~~ favourite food is squid.

I ask students for feedback about the changes we made. Is the report more organized? Should something be deleted? Should more details be added?

We refer to our anchor chart, *What We Notice About Report Writing*. We reaffirm that we have used a heading and written facts.

Then students work on revising their own reports. I remind them to refer to the Report Writing Revising and Editing Checklist and check off each revising criterion as it is completed. My experience has been that students seem to have more success when they work on one supporting topic at a time. You might opt to do it this way or another way that works best for your class. We continue to meet and discuss our progress at the Writers' Circle.

Creating Bold Text

On another day, I invite students to look at Daniel's report. We consider the use of bold text. We discuss the idea that, when authors write reports, they will put special or newly introduced words in a different kind of font. This bold text draws the readers' attention to the important word. It is also a word that is usually featured in a glossary.

I reread a section of my report on pilot whales and ask students to help me decide if any words should be highlighted in bold text. Together we decided that "dorsal fin" would be a good choice. I explain that, on a computer, we can easily change the style of the font. However, since I am printing my report, I will carefully trace over the letters to make them appear darker.

> Pilot whales may be black, brown or gray. The **dorsal fin** may be a different colour.

Students then return to their own reports to create bold text for important or newly introduced words. I remind them that this is one of the criteria on their Report Writing Revising and Editing Checklist and it can be checked off.

We continue to add to the revising anchor chart as the unit unfolds and I teach other revision concepts. Questions I might add later on include:

- Should I use bold font for key words?
- Did I ask questions to get the reader thinking about my topic?

Depending on the needs of your students, you might choose one or more of these topics for mini lessons:

- Organize information.
- Create a table of contents.

I like to refer back to the mentor text as much as possible to show concrete examples of these skills used correctly.

Explicit Teaching about Editing the Draft

Checking for Correct Spelling

After revising the report writing, I focus on the mechanics of writing: making sure, for example, that word wall words are spelled correctly. When students reread their work, I ask them to underline, with a coloured pencil, any misspelled words from our word wall. Then they make the necessary corrections. This is also an easy skill for peer editing. Next, I focus on a different editing concept, such as adding capitals at the beginning of sentences.

We continue adding new editing skills to an anchor chart that we began earlier in the year.

> ### Editing Checklist
>
> - Word wall words are spelled correctly.
> - Capital letters are at the beginning of sentences.
> - Periods or question marks are at the end of sentences.
> - Commas are used to separate items in a series.

Independent Revising and Editing

When a particular editing skill has been highlighted, students are given the opportunity to return to their own work to revise and edit. During this stage of writing, I circulate among my students to observe and offer support. I bring students together as a small group based on need. My support focuses on the criteria that are on the revising and editing checklist anchor chart.

Students are encouraged to reflect on their editing and revising experiences. For example, they may choose to write about something they attempted for the first time, such as adding a heading or using commas. These reflections can be written in their *Thoughts in My Pocket* notebooks.

Working with a Peer Editor

I model being a peer editor by choosing a student ahead of time who will have the role of the writer. I have also prepared an enlarged copy of the student's report on the overhead projector or on chart paper. I remind my students that the writer has already revised and edited the report. I will be the editor and help the writer decide if the report is ready to be published or if any changes are still needed. The writer reads the report aloud, pointing to each word. My job is to go through the Report Writing Revising and Editing Checklist, one item at a time. It might read: *I used captions or labels*. We check through the report to be sure captions or labels are used. Or I might indicate that a period is needed. The writer makes the changes using a coloured pencil. We continue revising and editing until each criterion has been checked. Lastly, I sign my name, as the editor, at the bottom of the checklist.

Now it is time for students to partner with their buddies as peer editors. Again, I circulate among my students, observing and offering support. There are many different ways to partner the children. Sometimes students select their own partners, but inevitably one child is left out. To avoid this, we often do a Silent Stick Search.

Throughout the year, I revisit lessons taught, reviewing skills. As the children mature, they begin to develop a better understanding of revising and editing. However, it is important to remember that there will be many different developmental stages of young writers.

PUBLISHING

One of the best ways to motivate students is to have their work published or shared in other ways. Children love to share their successes by reading to others or having other readers select and read their stories.

Making a Booklet

I model how to take my revised draft and create a booklet on pilot whales. I explain that I will use one 8 1/2 by 11 sheet of paper for each supporting topic. Each page will have an illustration that may also use captions or labels. This process will take several days especially since I want students to include details in their own illustrations. I usually work with one or two supporting topics per day and then direct students to do the same by returning to their revised drafts. Then we number the pages in our booklets.

Making a Table of Contents

I revisit Daniel's report, Wildlife Where I Live, and draw attention to the table of contents. I remind students that the table of contents helps readers to locate information. We already know how this will be organized because of the headings we created with each of our supporting topics. I model how to create a table of contents using my booklet on pilot whales. Then students return to their own writing and create a table of contents for their individual booklets. As they work on this, I meet briefly with individuals to ensure they are on track.

Creating a Glossary

Drawing attention to the glossary located at the back of *Wildlife Where I Live*, I explain that the glossary is like a mini dictionary but only has words that pertain to the book topic. Together we create an anchor chart about glossaries.

> What We Notice About Glossaries
>
> - They list special or newly introduced words used in the report.
> - These words are in bold font.
> - The words are in alphabetical order.
> - The meanings of the words are explained.

I model how to create a glossary for my book on pilot whales. First I go through my book and jot down all the words that I put in bold font. Then I organize them alphabetically. Lastly, I write short definitions for each word.

Making an Index

Grade 3 students are already familiar with the concept of an index. As a class, we briefly read the index found in Daniel's report, *Wildlife Where I Live*. We note that the index lists specific topic words in alphabetical order, as well as the page numbers where this information is located. I tell students that they will be creating indexes for their reports.

I model how this is done. First, I skim through each page of my own report and jot down any words that are in bold font. I also record the page numbers. I tell students these words will be in my index. Then, I ask students to help me alphabetize the words. I print the heading, **Index**, on a new sheet of paper. Underneath, I record the alphabetized words with the page numbers. I add this page to the end of my report. Students then return to their own writing to create their indexes.

Creating a Book Cover

We meet as a whole class and I ask students to help me decide what I should include on the front cover of my book about pilot whales. We discuss that there should be an illustration based on the main topic. The cover should also include the author's name. I model how I create the cover for my report on pilot whales based on their suggestions. The students then return to their own writing to create covers for their individual books.

Sharing Our Reports

I try to provide varied opportunities for students to share and celebrate their written work. One of the easiest ways to do this is during our Writers' Circle. Other times, students partner with a reading buddy from our classroom, or they take their books with them when we have Partner Reading with another grade. Sometimes they take them home to share with family or friends.

ASSESSMENT: conferring, self-assessment and teacher assessment

Time: on-going
Grouping: varied

Conferring

I confer with students individually or in small groups about their writing. I keep anecdotal records that include the date of the conference, observations, discussion and teaching points. For example, I might jot down that I conferred with a student about adding visuals to support the writing or deleting repetitive words in the first draft. These could be goals for the individual student to improve upon in future writings. At the end of our meetings, students are asked to describe one or more goals they will be working on in their own report writing.

The writing goals may be recorded in the students' *Thoughts in My Pocket* notebooks.

Possible report writing topics to use when you confer:

- use of the report writing graphic organizer
- gathering information
- writing an introduction
- organizing the supporting topics
- creating illustrations to support the writing
- labeling a visual
- use of feedback provided by the teacher and peers
- providing a surprise for the reader
- writing a conclusion

Possible other topics to use when you confer:

- using the word wall
- clarity of ideas
- using an editing checklist

Throughout this process, I meet with students individually or as a small group based on need, in order to offer focused support. These sessions are generally brief—from five to fifteen minutes. Another way I assess learning is through observation. I observe specific writing behaviours and attitudes, as well as peer relationships. I jot down my observations on a sticky note and attach it to that particular student's page in my assessment binder. For example, "Breakthrough for Sylvia: She is attempting to reorganize the order of her sentences."

Self-Assessment

It is important that students reflect on their own writing. This helps to shift the role of responsibility from teacher to student. This can be done not only when their reports are published, but throughout the writing process as well. I like to do this activity with the entire class, raising the question "What do you think you did well in writing your reports?" I record their answers on chart paper. I further the discussion by asking "How could you make your report even better?" These responses are also recorded. I find many students benefit from having the visual anchor chart as well as from hearing the language spoken.

Students are then given the opportunity to reflect on their own growth as writers, using the *Report Writing Self-Assessment*, Reproducible 7. Depending on your students' needs, you might find it helpful to model completing this assessment.

These assessments can be stored in their *Thoughts in My Pocket* notebooks.

Teacher Assessment

Whether assessment is through observations, jotting down notes on sticky notes, portfolios, work samples or something more formal such as a checklist or rubric, it is on-going and it helps to inform your instruction. You might wish to use the *Report Writing Teacher Assessment*, Reproducible 8, or create one that better suits your needs.

Other Books to Consider Using When Teaching Report Writing:

The Amazing Animals series from Weigl Publishers:
Jaguars, David Huntrods
Kangaroos, Anna Rebus
Great White Sharks, Barbara Balfour
Gorillas, Michael De Medeiros
Giant Pandas, Don Cruikshank
Bald Eagles, Arlene Worsley

"How Did That Get to My Table?", series by Emily J. Dolbear: Cherry Lake Publishing
How Did That Get to My Table?: Ice Cream
How Did That Get to My Table?: Pumpkin Pie
How Did That Get to My Table?: Peanut Butter
How Did That Get to My Table?: Pasta
How Did That Get to My Table?: Orange Juice
How Did That Get to My Table?: Ketchup
How Did That Get to My Table?: Cereal

Report Writing Graphic Organizer (KWL Chart)

Name: _____   Date: _____

Choose a topic you want to research. In the first column, write what you already **KNOW** about the topic. In the second column, write what you **WANT** to find out about the topic. After you have finished your research, write what you **LEARNED** in the third column.

Topic: _____

What I **K**now	What I **W**ant to Know	What I Learned

Report Writing Revising and Editing Checklist

Name: _____   Date: _____

	My Check	My Buddy's Check
1. My report is based on facts.	☐	☐
2. My report has a title with an illustration and author's name.	☐	☐
3. I have an introduction page.	☐	☐
4. I grouped similar information together.	☐	☐
5. I used headings.	☐	☐
6. I put a <u>line</u> under spellings I need to check.	☐	☐
7. Each sentence ends with correct punctuation.	☐	☐
8. I used at least one other special feature: bolded words map, index, glossary or _____.	☐	☐
9. I have a summarizing comment.	☐	☐
10. I put a <u>line</u> under spellings I need to check.	☐	☐
11. I have used capital letters when needed.	☐	☐

I read my report writing to a buddy. My buddy helped to edit my work.

My buddy's name is _____ .

This is a report I would like to publish. yes / no

Report Writing Revising and Editing Checklist

Name: _____   Date: _____

	My Check	My Buddy's Check
1. My report is based on facts.	☐	☐
2. I grouped similar information together.	☐	☐
3. I used headings.	☐	☐
4. I included illustrations.	☐	☐
5. I used captions or labels.	☐	☐
6. I put a <u>line</u> under spellings I need to check.	☐	☐
7. Each sentence ends with correct punctuation.	☐	☐
8. Each sentence begins with a capital letter.	☐	☐
9. _____	☐	☐
10. _____	☐	☐

I read my report writing to a buddy. My buddy helped to edit my work.

My buddy's name is _____ .

This is a report I would like to publish. yes / no

Report Writing Self-Assessment

Name: _____   Date: _____

Use a   😀   😐   or   🙁

My report is based on facts.   ◯

Facts that are similar are grouped together.   ◯

I used at least 3 traits found in report writing:
headings, drawings, labels, different fonts, index or glossary.   ◯

This is what I did well in my report writing:
_____
_____
_____
_____
_____

This is what I need to improve in my report writing:
_____
_____
_____
_____
_____

Things I Learned About Report Writing

Report Writing Teacher Assessment

Student's Name: _____

RATING: 1 - not yet   2 - with prompts or assistance
3 - most of the time   4 - consistently

Date _____ Date _____ Date _____

SKILL
can gather information from more than one source
can complete a graphic organizer

FIRST DRAFT
- is easily understood
- has an introduction
- uses headings
- groups supporting information
- stays on topic
- includes visuals
- includes captions or labels
- has a conclusion

REVISING AND EDITING
The student:
- reread draft writing
- added/deleted ideas or details
- corrected spelling
- corrected punctuation
- checked for capitalization
- used a revising and editing checklist
- worked with a peer editor

Other _____

PUBLISHING OPTION
The report is published in chosen format.
The student shared his/her report.