Report

To give an account on what happened or describe the way things are; relate what has been learned by observation or investigation.



Observation Reports

Use the senses to note size, shape, color, line, patterns, textures, weight, smell/odor, sound, behavior in a general opening statement.	I observed _____. I also noticed _____.
Summarize the data or details. • Connect it with what the student knows or has investigated in the past.	It reminds me of _____ because _____.
• Observe and record cause and effect.	When _____, it _____.
• Note any changes.	At first, _____. But now _____.
Record any inferences.	One possible reason for this might be _____.
Ask questions.	I am curious about _____. It surprised me that _____ because _____. I wonder what would happen if _____ How does _____ affect _____?

Compare and Contrast

A way of looking at objects and thinking about how they are alike and different.



Start with how things are the same or similar.

Although _____and _____ are different, they are alike in some interesting ways.

For example they are similar because _____.

Add more as needed.

They both _____.
Finally, they share the same _____.

Explain how they are different. Compare the same property or characteristic in the same sentence. Use *and, but, or whereas* to set up the contrast.

In comparison, _____ and _____ are different in many ways.
_____ has _____ while _____ has _____.

Add more as needed.

They are also different in that _____.
Another way they are not the same is _____.

Concluding statement

In conclusion,



Discussion

Presenting two or more points of view and arguing both sides with supporting evidence.

Start with a statement of the issue and a preview of the main arguments.	There is a lot of discussion about _____. Some people think that _____ while those who disagree will argue that _____.
Present arguments for supporting the evidence.	Supporters will argue that _____ because _____. The people who agree with this idea, such as _____, claim that _____. They also argue that _____. A further point they make is _____. Another group who agree with this point of view are _____. They say that _____.
Set up transition for presenting an opposing view.	However there are also strong arguments against this point of view. On the other hand _____ disagree with the idea that _____.
Present arguments against supporting the evidence.	One group, _____, argues against _____ because they believe _____. They claim that _____. They also say _____. Another counter argument is _____. Furthermore, _____ believe that _____.
Recommendations given as a summary and conclusion	My opinion _____ because _____. After looking at the different points of view and the evidence for them, I think _____ because _____.

Persuasion

To present different perspectives and argue a point of view.



Start with an opening statement in the form of a position or a preview of what to expect.	Although not every body would agree, I want to argue that _____.
Present your arguments. Make a point and elaborate on it.	I have several reasons for arguing for this point of view. My first reason is _____. I think this because _____. A further reason is _____. Furthermore, _____
A summary and restatement of the opening position.	Therefore, although some people argue that _____, I think I have shown that _____.

ANOTHER EXAMPLE

Start with an opening statement in the form of a position or a preview of what to expect.	I think that _____ because _____.
Present your arguments. Make a point and elaborate on it.	The reasons for my thinking this are, first _____. Another reason is _____. Moreover, _____ because _____.
A summary and restatement of the opening position.	These (facts/arguments/ideas) show that _____.

Explanation

Covers issues of causation, consequence and of interpretation; deals with key questions such as why, what and how.



Start with a general statement to introduce the topic.	There are differing explanations as to why (how, what, when etc.) _____.
A series of logical steps to explain how and why something occurs.	One explanation is that _____. The evidence for this is _____. An alternative explanation is _____. This explanation is based on _____.
Provide a reason.	Of the alternative explanations I think the most likely is _____. I think this because _____.

ANOTHER EXAMPLE

Start with a general statement to introduce the topic.	I want to explain why _____.
A series of logical steps to explain how and why something occurs.	There are several reasons for this. The chief reason is _____. Another reason is _____. A further reason is _____.
Provide a reason.	So you can see why _____. My reason is based on _____.

ANOTHER EXAMPLE

Statement of idea or concept	I think _____ because _____..
Organized summary of data.	I have observed that _____. I also have observed _____.
Inference based on data.	My data provide evidence that _____.
Restatement of idea or concept.	Therefore, at this time, I think _____.



DATA ANALYSIS EXPLANATIONS

Introductory/topic sentence about the table/graph.	This graph/table shows _____.
Summarize the data. Write about the important points in the graph or table; do not write about all of the data. This is the evidence. • Qualitative data (e.g., more/fewer; increase/decrease) • Quantitative data (actual numbers, percentages). Give examples from the greatest and the least.	e.g., Cars with the larger wheels consistently went further than cars with smaller wheels. e.g., For example, the car with 4.5 cm wheels went 145 cm, whereas the car with 11 cm whets went 276 cm.
End with a conclusion that answers the question you were investigating. Include: • The main inference made from the data. This is also the claim.	Therefore, I think _____.
• Whether the data support your prediction and if your thinking has changed.	The data _____ my prediction. My thinking _____.
• Include any outliers and inconsistent or inconclusive data and what might have caused them. Includes reasoning.	Some data were inconsistent. I think this happened because _____.

Sequence

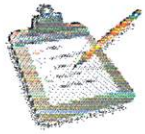
To organize and describe something in a continuous or connected series.



A brief description of where the series of events started	To begin with _____.
Sequence used to describe the event.	Next _____.
	Then _____.
	After that _____.
A statement that lets the reader know that they have reached the end of the description.	Finally, _____.

Enumeration

To count off or name one by one; to mention separately as if in counting; specify, as in a list: *Let me enumerate the many flaws in your hypothesis.*



Topic sentence that informs the reader about what the writer will be enumerating or recounting.	I found _____ interesting for several reasons.
A one-by-one list that individually specifies what the writer wants to share about the topic.	I discovered that _____.
	I also learned _____.
	It was interesting that _____.
	Finally, _____.
A concluding statement that summarizes the writer's list.	As you can see _____.

Recount



To tell a story; to inform through telling of events; tell in detail; give the facts or particulars.

What was known at the start.	Although I already knew that _____,
What new knowledge has been learned.	I have learned some new facts. I learned that _____. I also learned that _____. Another fact I learned _____. However the most interesting thing I learned was _____.
What is known at the end.	As a result, I now know/understand _____.

ANOTHER EXAMPLE

What was known at the start.	Before I began this topic I thought that _____.
What new knowledge has been learned.	But when I read about it I found out that _____. I also learned that _____. Furthermore I learned that _____. Finally I learned that _____.
What is known at the end.	After reading about this topic, I now _____.