

PRESIDENTS

An Integrated Research Report Grades 3-5

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United States President Research Report

This package includes the following:

- ELA Standards for grades 3-5
 - Notes for the Teacher
 - Student Directions page
- Student Research Report Planning Form
 - Small Mini-Book Final Report pages
 - Medium Mini-Book Final Report pages
 - Research Report Rubric
 - Oral Presentation Rubric
 - Academic Vocabulary Form
- 2 Styles of Academic Vocabulary Templates

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United States President Research Report

This research report covers 17 of the 3rd Grade ELA Common Core State Standards!

Reading—Informational Text

ELA.9—RI.3.1—Ask and answer questions to demonstrate understanding of text

ELA.11—RI.3.3—Describe relationships between events using time, sequence, and cause/effect

ELA.13—RI.3.5—Use text features and search tools

ELA.14—RI.3.6—Distinguish their own point of view

ELA.16—RI.3.8—Describe the logical connection between sentences and paragraphs

ELA.17—RI.3.9—Compare points and key details from two texts on the same topic

Reading—Foundational Skills

ELA.23—RF.3.4—Read with accuracy and fluency to support comprehension

Writing

ELA.31—W.3.2—Write informative/explanatory texts to examine a topic

ELA.41—W.3.4—Produce writing with development and organization appropriate to purpose

ELA.42—W.3.5—Develop and strengthen writing as needed by planning, revising, and editing

ELA.43—W.3.8—Gather information from various sources and take brief notes

Speaking and Listening

ELA.48—SL.3.4—Report on a topic, story, or experience speaking clearly at a good pace

ELA.49—SL.3.6—Speak in complete sentences

Language

ELA.51—L.3.1—Demonstrate command of English grammar when writing or speaking

ELA.61—L.3.2—Demonstrate capitalization, punctuation, and spelling when writing

ELA.69—L.3.3—Use language and its conventions when writing, speaking, reading, or listening

ELA.81—L.3.6—Acquire and use general academic, and domain-specific words and phrases



United States President Research Report

This research report covers 21 of the 4th Grade ELA Common Core State Standards!

Reading—Informational Text

ELA.9—RI.4.1—Refer to details and examples in a text when explaining what the text says

ELA.11—RI.4.3—Explain concepts in historical, scientific, or technical texts

ELA.12—RI.4.4—Determine meanings of general academic and domain-specific words or phrases

ELA.13—RI.4.5—Describe the structure of events, ideas, concepts, or information in a text

ELA.16—RI.4.8—Explain how an author uses reasons and evidence to support particular points

ELA.17—RI.4.9—Integrate two texts on same topic to write or speak about the topic

Reading—Foundational Skills

ELA.20—RF.4.4—Read with accuracy and fluency to support comprehension

Writing

ELA.28—W.4.2—Write informative/explanatory texts to examine a topic

ELA.40—W.4.4—Develop and organize writing appropriate to task, purpose and audience

ELA.41—W.4.5—Develop and strengthen writing by planning, revising, and editing

ELA.42—W.4.6—Use technology to produce and publish writing and collaborate with others

ELA.43—W.4.7—Conduct short research projects that build knowledge through investigation

ELA.44—W.4.8—Gather information; take notes and categorize information and list sources

ELA.45—W.4.9—Draw evidence texts to support analysis, reflection, and research

Speaking and Listening

ELA.46—SL.4.1—Engage effectively in a range of collaborative discussions

ELA.53—SL.4.4—Tell a story, or an experience while speaking clearly at a good pace

Language

ELA.56—L.4.1—Demonstrate command of English grammar when writing or speaking

ELA.64—L.4.2—Demonstrate capitalization, punctuation, and spelling when writing

ELA.69—L.4.3—Use language and conventions when writing, speaking, reading or listening

ELA.73—L.4.4—Determine meanings of unknown and multiple-meaning words and phrases

ELA.81—L.4.6—Use grade-appropriate, general academic and domain-specific words and phrases



United States President Research Report

This research report covers 22 of the 5th Grade ELA Common Core State Standards!

Reading—Informational Text

ELA.9—RI.5.1—Quote accurately from a text when explaining what the text says

ELA.10—RI.5.2—Determine main ideas of text and how they are supported by details; summarize

ELA.11—RI.5.3—Explain concepts in a historical, scientific, or technical text

ELA.12—RI.5.4—Determine the meaning of general academic and domain-specific words

ELA.13—RI.5.5—Compare the structure of events, ideas, or concepts in 2 or more texts

ELA.15—RI.5.7—Use a variety of sources to find an answer quickly or solve a problem

ELA.16—RI.5.8—Explain how an author uses evidence to support particular points

ELA.17—RI.5.9—Use information from texts on a topic to write or speak about the topic

Reading—Foundational Skills

ELA.20—RF.5.4—Read with sufficient accuracy and fluency to support comprehension

Writing

ELA.24—W.5.2—Write informative/explanatory texts to examine a topic

ELA.41—W.5.4—Produce writing which is appropriate to task, purpose, and audience

ELA.43—W.5.5—Develop writing by planning, editing, rewriting, or trying a new approach

ELA.44—W.5.7—Conduct short research projects that use several sources to build knowledge

ELA.45—W.5.8—Gather information; summarize in notes and finished work, and provide sources

ELA.46—W.5.9—Draw evidence from texts to support analysis, reflection, and research

Speaking and Listening

ELA.48—SL.5.1—Pose and respond to questions by making comments that contribute

ELA.52—SL.5.4—Report on a topic or present an opinion; speaking clearly at a good pace

Language

ELA.55—L.5.1—Demonstrate command of English grammar when writing or speaking

ELA.61—L.5.2—Demonstrate capitalization, punctuation, and spelling when writing

ELA.67—L.5.3—Use language and conventions when writing, speaking, reading or listening

ELA.70—L.5.4—Determine meaning of unknown and multiple-meaning words and phrases

ELA.78—L.5.6—Use general and domain-specific words and phrases, including relationships



United States President Research Report

Notes for the Teacher

- This project works best when each student chooses a different president, or if 2 students partner up to complete research on one president together.
- Depending on the age of your students, the research may need to be more directed—allowing for class time to help students learn the structure of informational text.
 - Be sure to allow for a day of Internet research.
- Check student Research Report Planning Forms to make sure they are completed accurately, before allowing them to complete their Final Report Forms.
- To publish the books, I have included 2 styles of mini-books. Both formats work well when students cut out the boxes and glue them on to cardstock—which looks very nice laminated and bound.
- Be sure to review the Report Rubric and the Oral Presentation Rubric with students in advance, so they understand expectations.
- I have included a President Academic Vocabulary Form and 2 styles of Academic Vocabulary Templates. You can choose which template works best for your students and they can work on these during Daily 5 at Word Work.





United States President Research Report

President _____ Name _____

Complete the following tasks.

Be sure to check in with your teacher!

1. Choose a United States president you are interested in learning about.
2. Read books, internet documents, encyclopedias, and journals about that president.
3. Collect and record research on your Research Report Planning Form.
4. Transfer your research findings into complete sentences in the appropriate boxes on your Final Research Report Forms.
5. Draw illustrations above the writing in the boxes on the Final Research Report Forms.
6. Cut out the boxes in the Final Research Report Form packet and assemble your President Research Book.
7. Prepare for your final presentation to share what you learned.
8. Present your President Research Book!





United States President Research Report

Research Report Planning Form

President _____ Name _____

1. What years was this president in office? _____

2. Who was this president's vice-president? _____

3. What was this president's political party? _____

4. What were some of this president's major accomplishments while in office? _____

5. What obstacles did this president face while in office? _____

6. Write 3 facts you found to be interesting about this president.

7. What is your opinion of this president? _____

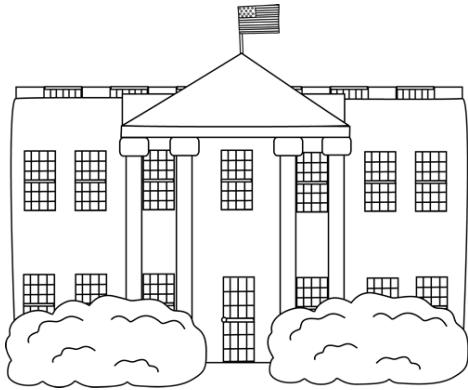
8. What resources did you use to get your information? Be sure to include title, author, website. _____

Final Research Report Pages

President Report

President _____

Written By _____



Years in Office

Vice President

Political Party

Obstacles

Accomplishments

Final Research Report Pages

Picture

Interesting Facts

1. _____

2. _____

3. _____

Opinion

Resources

1. _____

2. _____

3. _____

Final Research Report Pages

President Report

President _____

Written By _____

Years in Office

Vice President

Final Research Report Pages

Political Party

Obstacles

Accomplishments

Final Research Report Pages

Picture

Interesting Facts

1. _____

2. _____

3. _____

Final Research Report Pages

Opinion

Resources

1.

2.

3.

United States President Research Report

Report Rubric

President _____ Name _____

	3	2	1
Cover Page	Cover page includes the president and student's name	Cover page is missing either the president or the student's name	Cover page is missing
"Years in Office" and "Vice President" page	President's years in office and his vice-president are accurately recorded	President's years in office and his vice-president are included, but are inaccurately recorded	President's years in office and/or his vice-president are not included
"Political Party" page	President's political party is included accurately	President's political party is included, but is inaccurate	President's political party is not included
"Obstacles" and "Accomplishments" page	President's biggest obstacles and greatest accomplishments while in office are accurately included	President's obstacles and greatest accomplishments are included but are lacking accuracy	President's obstacles and/or accomplishments are not included
"Picture" page	A colorful illustration is included	Illustration is included, but is not colored	Illustration is not included
"Interesting Facts" page	3 interesting facts are accurately included	Only 2 of the interesting facts included are recorded accurately	2 or more of the interesting facts included are not recorded accurately, or are not included
"Opinion" page	An opinion of the president is included and is supported by facts	An opinion of the president is included, but is not supported by facts	An opinion of the president is not included
"Resources" page	3 resources are accurately recorded and include the title, author, and/or website	2 resources are accurately recorded and include the title, author, and/or website	Resources are not included
Book: Neatness	The book is neat, colored, and easy to read!	The book is colored, but is difficult to read.	The book is not colored and is illegible.

Total _____ /27



United States President Research Report

Oral Presentation Rubric

President _____ Name _____

	3	2	1
Content	Student shows a complete understanding of the president based on research	Student shows a good understanding of the president, but struggles to recall 1-2 important facts.	Student does not seem to understand much about the president he/she researched. Student has trouble recalling facts and information about the president.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is unprepared for presentation and needed many rehearsals.
Posture and Eye Contact	Student stands up straight and looks around the room during the presentation	Student sometimes stands up straight and looks around the room occasionally.	Student slouches and/or fidgets during the presentation and does not look around the room.
Speaks Clearly	Student speaks clearly and pronounces all words correctly.	Student speaks clearly most of the time, but mispronounces 1 or more words.	Student mumbles or speaks too quickly and can not be understood.
Listens to Others' Presentations	Student listens intently to all presentations and does not make distracting noises or movements.	Student sometimes does not appear to be listening and paying attention to presenters, but is not distracting.	Student is not paying attention to other presenters and is distracting by making noises.

Total _____ / 15





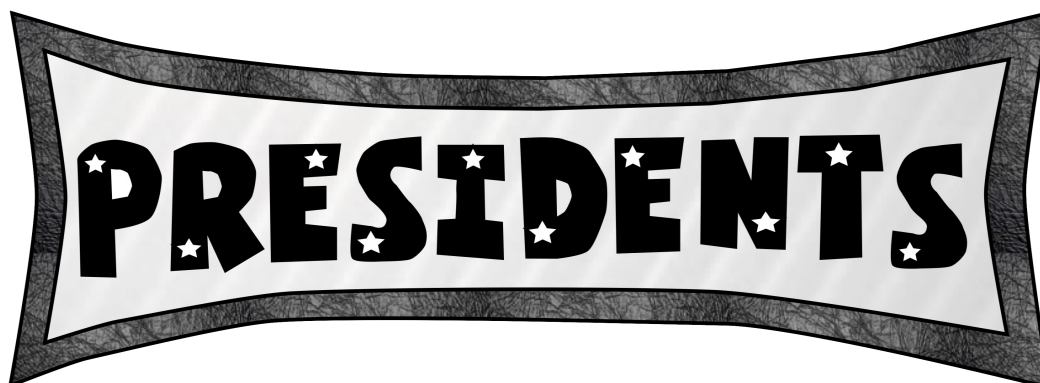
Name _____

Presidents

Academic Vocabulary

Use the following vocabulary words to fill out your Academic Vocabulary forms. Use a dictionary to help you!

President	Vice-President	Congress	Vote
Veto	Term	Inauguration	Political Party
Politics	Campaign	Election	Democrat
Republican	Candidate	Obstacle	Accomplishment
Cabinet	Administration	White House	Government



Name _____

Presidents: Academic Vocabulary

Word:

Definition: _____

Picture

Word:

Definition: _____

Picture

Name _____

Presidents

Academic Vocabulary

Word:

Definition: _____

Draw a Picture to help you understand.

Use the word in a sentence.

Thank you for downloading!

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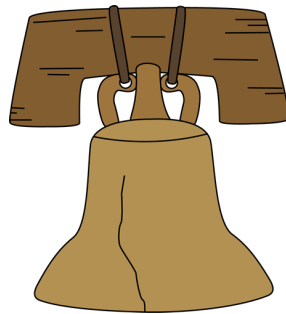
<http://www.teacherspayteachers.com/Store/Amber-Socaciu>

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Find me on Pinterest!

<http://pinterest.com/ambersocaciu/>



Please email me with questions.

ambersocaciu@gmail.com

Feedback is appreciated!

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