*Scientific Inquirer*

*Inquiry Research Project*

**Assignment**

You are going to help teach the class about topics that fit under our current unit of inquiry; *Organisms are made up of many systems that are constantly changing.* You will research the topic of your choosing, write an informative paper, provide a visual, and present your learning to the class!

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| **August 31 – September 8th**Brainstorm Topics and find resources. (2 books, 1 article, 1 website) | My Topic:The connection to unit: |
| **September 8th – September 14th** Research  | My Resources: |
| **September 14th – 21st** Writing an informational paperFinal paper due 21st! | Ideas for my visual: |
| September 21st – 25thPresentations! | My Presentation Date: |

**Research Skills**

[CCSS.ELA-LITERACY.W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/7/)
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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| No evidence | 1 ResourceLittle to no notes are taken.  | 1-2 ResourcesNotes are taken, but not organized | 3 ResourcesOrganized notes Bibliography  | 3 ResourcesBibliographyNotes are kept organized. | 3 ResourcesBibliography Works cited page – formatted correctlyNotes are kept organized.Internal citations attempted | 4+ ResourcesWorks cited page – formatted correctlyNotes are kept organized Internal citations mostly correct.Synthesize information from all resources.  |

**Informative Paper**

[CCSS.ELA-LITERACY.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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| No evidence | No thesis statement.Paragraph structure is missing.  | Thesis statement is unclear. Body paragraphs don’t support thesis or don’t follow a logical sequence. Conclusion is missing or unclear to reader.  | Clear thesis statementBody paragraphs support thesis with relevant details/facts. Conclusion restates thesis and wraps up ideas. | Clear thesis statementBody paragraphs support thesis with relevant details/facts. Details are elaborated on by using commentary. Conclusion restates thesis and wraps up ideas. | Thesis statement hooks the reader in an engaging manner. Body paragraphs support thesis with relevant details/facts. Details are elaborated on by using commentary. The commentary directly connects to the main idea of the paragraph. Conclusion restates thesis and wraps up ideas. | Thesis statement includes quote from research and is engaging to reader. Details and commentary enhance the overall paper and give the reader a strong idea of the central thesis. Conclusion restates thesis and wraps up ideas. |

**Presentation/Speaking Skills**

[CCSS.ELA-LITERACY.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/)
Report on a topic or text or present information, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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| No evidence | Presentation is unprepared and lacks information.  | Presentation is missing information (visual or information) | Uses appropriate facts and relevant, descriptive details to support main ideas or themes;  | Uses appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly | Engages audience. Uses appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Engaging and interacts with audience. Uses appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |