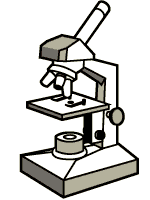
*Scientific Inquirer*

*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!

|  |  |
| --- | --- |
| **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 paper  Final paper due 21st! | Ideas for my visual: |
| September 21st – 25th  Presentations! | 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 Resource  Little to no notes are taken. | 1-2 Resources  Notes are taken, but not organized | 3 Resources  Organized notes  Bibliography | 3 Resources  Bibliography  Notes are kept organized. | 3 Resources  Bibliography  Works cited page – formatted correctly  Notes are kept organized.  Internal citations attempted | 4+ Resources  Works cited page – formatted correctly  Notes 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 statement  Body paragraphs support thesis with relevant details/facts.  Conclusion restates thesis and wraps up ideas. | Clear thesis statement  Body 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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. |