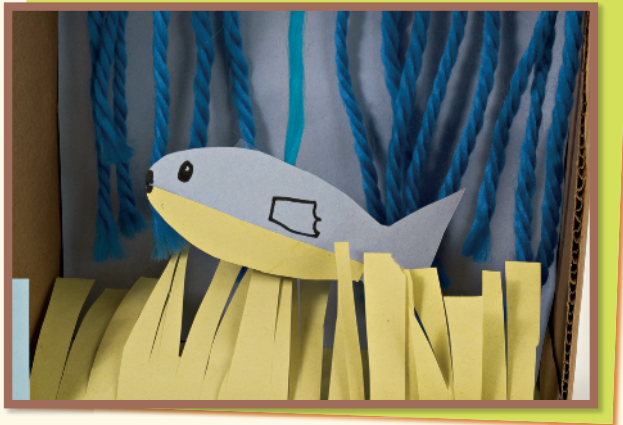


Concept/Question Board

Remind students to continue to generate questions as they work on their investigations. Have students

- post any question they asked about a selection that has not been answered.
- read and think about posted questions, articles, or concepts that interest them.
- post general statements formulated by their groups.



Inquiry Rubrics

During Workshop, assess students using the rubric below. The rubric ranges from 1–4, with 1 as the lowest score and 4 as the highest score.

Making a Conjecture

1. The student makes a conjecture based on personal opinions or well-known facts.
2. The student makes a conjecture based on somewhat relevant background knowledge.
3. The student makes a conjecture based on relevant background knowledge and begins to address the research question.
4. The student makes a conjecture based on relevant background knowledge and addresses the research question.



To help students support their inquiries or expand their knowledge of a topic, have them read the *Leveled Science Readers* for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student's Oral Fluency Assessment score from the previous lesson assessment to diagnose the appropriate *Leveled Science Reader*.