From Question to Proposal

Trace how a research project grows from two days to one week.

8.6.W.4 "Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the time words that organize the work, and underline the research choices the writer makes independently.

Could a Rain Garden Help?

1. After a storm, a puddle often covers the path near our school entrance. I chose a research question I could investigate without guessing: How do rain gardens slow runoff? Rain gardens are shallow planted areas that collect rainwater and let it soak into the ground. I decided to create a one-page research report in two days, then expand it into a proposal over one week. Before searching, I wrote two smaller questions: Where does runoff come from, and what conditions help a rain garden work?

2. On day one, I looked for a city stormwater guide and a university extension article. I checked who published each source and when it was updated. I passed over a garden store advertisement because its main purpose was to sell plants. In my notes, I separated facts about how rain gardens work from my own idea about the entrance path. On day two, I drafted the report, credited both sources, and marked the entrance idea as a possibility, not a proven fix.

3. For the weeklong proposal, I kept the same question but added a test of whether the site might fit. On Monday and Tuesday, I planned to reread my sources and list what I still needed to know, including where the water flows. Midweek, if it rained, I would observe the path with school permission and record where puddles remained. On Thursday, I would compare any observations with the guides and draft a proposal with citations. On Friday, I would revise it to note that soil and drainage require professional checking before construction.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the writer narrow the topic into a research product that could be completed in two days?

2. Which source choices helped the writer make the two-day report trustworthy?

3. How did the writer keep an idea about the entrance path from sounding like a proven research finding?

4. What would the writer add to the weeklong proposal that was not part of the two-day report?

3 YOUR TURN

Your own words

Choose a different question about a place or problem at school. In five or six sentences, plan a two-day research product and a one-week expanded version, naming two kinds of sources, what you will do in each timeframe, and how you will check a claim before sharing it.

ANSWER KEY

From Question to Proposal

GRADE 8 · 8.6.W.4

PART 1 · READ AND MARK

Circle the time words that organize the work, and underline the research choices the writer makes independently. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the writer narrow the topic into a research product that could be completed in two days?	**The writer chose the question of how rain gardens slow runoff, broke it into two smaller questions, and planned a one-page report.**
2	Which source choices helped the writer make the two-day report trustworthy?	**The writer sought a city guide and a university extension article, checked their publishers and update dates, and rejected a sales advertisement.**
3	How did the writer keep an idea about the entrance path from sounding like a proven research finding?	**The writer separated sourced facts from the entrance idea in the notes and labeled the idea a possibility in the report.**
4	What would the writer add to the weeklong proposal that was not part of the two-day report?	**The writer would investigate whether the site might fit by observing puddles if it rained, comparing observations with the guides, and noting that soil and drainage need professional checking.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My question is how our school could reduce paper waste from classroom handouts. In two days, I will read a school recycling policy and a local waste agency's paper guidelines, checking who wrote each. I will use notes from those sources to write a one-page report with citations. Over one week, I will ask permission to count discarded handouts in one classroom on three days. I will compare those counts with the guidelines and draft a proposal for collecting reusable paper. Before sharing it, I will check my counts and avoid claiming that one classroom represents the whole school.

Accept other accurate descriptions of the writer's decisions and schedule. For Your Turn, look for a distinct question, a feasible product for each timeframe, two source types, and a specific way to check a claim.