

# RESEARCH PAPER WRITING

A Common Core Unit About  
Research Paper Writing, MLA  
Format, MLA Citations, and More



# Research Writing

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# THE DARING ENGLISH TEACHER

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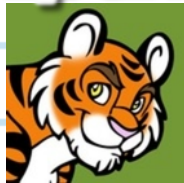
The Daring English Teacher

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## Fonts and Clipart By...





# Research Writing

## LETTER TO THE TEACHER

Hello, and thank you for purchasing this Introduction to Research Writing Unit. I created this PowerPoint and lesson for my ninth and tenth grade students, but this unit can easily be adapted for grades 7-12.

Roughly, this unit will take about 10-15 days. However, it can be extended with minimal planning. On page 4 of this document, you will see a detailed unit outline that includes corresponding standards.

The 39 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents. Plus, it is broken down into different sections, which makes breaking the PowerPoint up easier to do.

This mini-unit is the second lesson in my research and explanatory writing unit. The first lesson is an in-depth look at paraphrasing, quoting, and summarizing. The photographs in this download were all taken and edited by me. Please feel free to use them in your own classroom, but using them for other purposes is not allowed. Thanks.

Once again, thank you for purchasing this download. If you have any questions, please contact me on my TpT store. Also, if you get a moment, please provide feedback. Honest feedback helps me improve this lesson as well as future lessons. You can also follow me on TpT, Facebook, and Pinterest to receive product updates and free teaching tips and resources.

Sincerely,

The Daring English Teacher

TheDaringEnglishTeacher@gmail.com



# Research Writing

## STANDARDS BASED UNIT OUTLINE

DAY	LESSON	STANDARD
1-2	<p><b>Teach slides 1-15.</b> Give students time to take notes.</p> <p><b>In-class, assign students the assignment handout on page 7.</b> Give students the assignment handout on page 13. Have students think about their research topic.</p> <p><b>EXTENSION/HW/NEXT DAY:</b> Give the students the handouts on pages 9-11 to have them narrow their topic.</p>	<p>W.(7-12).2 W.(7-12).2B W.(7-12).2C W.(7-12).7</p>
2-5	<p><b>Review slides 1-15.</b> Approve students' research topic. If students are having a difficult time finding or deciding on a research topic, there is a list on page 8. Sometimes it is helpful to go to the computer lab for a day to allow students time to select their own research topic.</p> <p><b>Begin research in class.</b> Students should create source cards and take notes as they research, or they can use the handouts on pages 14-24 instead. Students can also use the graphic organizers on pages 15-16 to help guide their research. These graphic organizers will help the students answer key questions.</p> <p>Ideally, this will take several days. Students should be exposed to print and online research options. Usually, I dedicate an entire day to research print sources in the library.</p> <p><b>EXTENSION/HW/NEXT DAY:</b> Have students complete the organizer on pages 25-26 to focus their research.</p>	<p>W.(7-12).7</p>
5+	<p><b>Review slides 1-15 and teach slides 16-21. Also, teach the handouts on pages 27-32.</b> These handouts will help students with their writing and outlining.</p> <p><b>In-class students should work on their outlines.</b> You can also have students work on this process during the research.</p>	<p>W.(7-12).2 W.(7-12).2B W.(7-12).2C W.(7-12).7</p>
6-9	<p><b>Review the handouts you choose from pages 27-32. Review slides 16-21. Teach slides 22-30.</b></p> <p><b>In-class students should work on their first drafts.</b> This process typically takes a few days. Sometimes it might be helpful to revisit the library during this time so that students can add to their research.</p>	<p>W.(7-12).2 W.(7-12).2B W.(7-12).2C W.(7-12).7</p>

# Research Writing

## STANDARDS BASED UNIT OUTLINE

DAY	LESSON	STANDARD
10	<p><b>Quickly review research writing.</b></p> <p><b>In-class students should complete the peer review activity.</b> To make this activity more beneficial, I print out the peer review form (found on page 32) double-sided. Then, I have each student complete two rounds of peer review.</p>	W.(7-12).5
11+	<p><b>Teach slides 31-49.</b> Allow students ample time to take notes. There is a video on slide 38 that shows students how to set up their paper in MLA format on the computer. I created this video on a Mac using Microsoft Word. If the school computers are not compatible, there are many YouTube videos that the same thing. Also, you can find YouTube videos showing students how to look create papers in MLA format in Google Docs as well.</p> <p>Students should finalize final draft, complete in-text citations, and finish Works Cited Page</p>	W.(7-12).6 W.(7-12).7

# Research Writing

## RESEARCH ESSAY ASSIGNMENT

Today, technology is all around us. It impacts almost every aspect of our lives. From the moment the alarm clock on our cell phones wakes us up, we are inundated with the modern world's technological advances.

We live in a society where we have the entire knowledge of the universe in the palms of our hands. We can get information quickly with just the push of a button. However, there used to not be so much technology.

You will complete a **research assignment** about how technology has helped our world. For your research assignment, you will select **one invention** that has had an impact on the world. You will research:

- the inventor (who he/she was, education, other achievements)
- when and why this invention was invented
- what the world was like before this invention
- how the invention affected society (both positive and negative if possible)
- how and if this invention is still used today (if it is not longer in use, what took its place?)

**Here's the catch: you must select an invention that was invented before 1950!**

After conducting your research (you should look at both print and online sources), you will write a research essay. The research essay must be written in third person, contain an introduction, body, and conclusion, and include properly cited sources.

### IMPORTANT INFORMATION

My Invention: \_\_\_\_\_

Inventor: \_\_\_\_\_

Number of Sources/Source Cards Needed: \_\_\_\_\_

Number of Paragraphs: \_\_\_\_\_

Source Cards Due: \_\_\_\_\_

Outline Due: \_\_\_\_\_

Rough Draft Due: \_\_\_\_\_

Final Draft Due: \_\_\_\_\_

Other Important Details to Remember: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Research Writing

## SAMPLE TOPICS

**Here is just a sample of some of the items invented before 1950.**

1. Atomic Bomb
2. Band-Aid
3. Bubble Gum
4. Bulldozer
5. Coca-Cola
6. Combustible Engine Automotive
7. Cortisone
8. Dish Washer
9. Escalator
10. Frozen Food
11. Hair Dryer
12. Jet Engine
13. Kool-Aid
14. Lie Detector
15. Matchbook
16. Metal Detector
17. Microwave Oven
18. Parking Meter
19. Q-Tip
20. Radio
21. Revolver
22. Safety Pin
23. Scotch Tape
24. Sewing Machine
25. Silly Putty
26. Slinky
27. Steam Turbine
28. Teddy Bear
29. Telegraph
30. Telephone
31. Toilet Paper
32. Traffic Light
33. Vacuum Cleaner
34. Velcro
35. Zipper



# Research Writing

## BRAINSTORMING

**DIRECTIONS:** Complete this brainstorming graphic organizer to begin the research process.

**TOPIC:**

**WHAT ARE THREE QUESTIONS YOU WOULD LIKE TO ANSWER ABOUT THIS TOPIC?**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

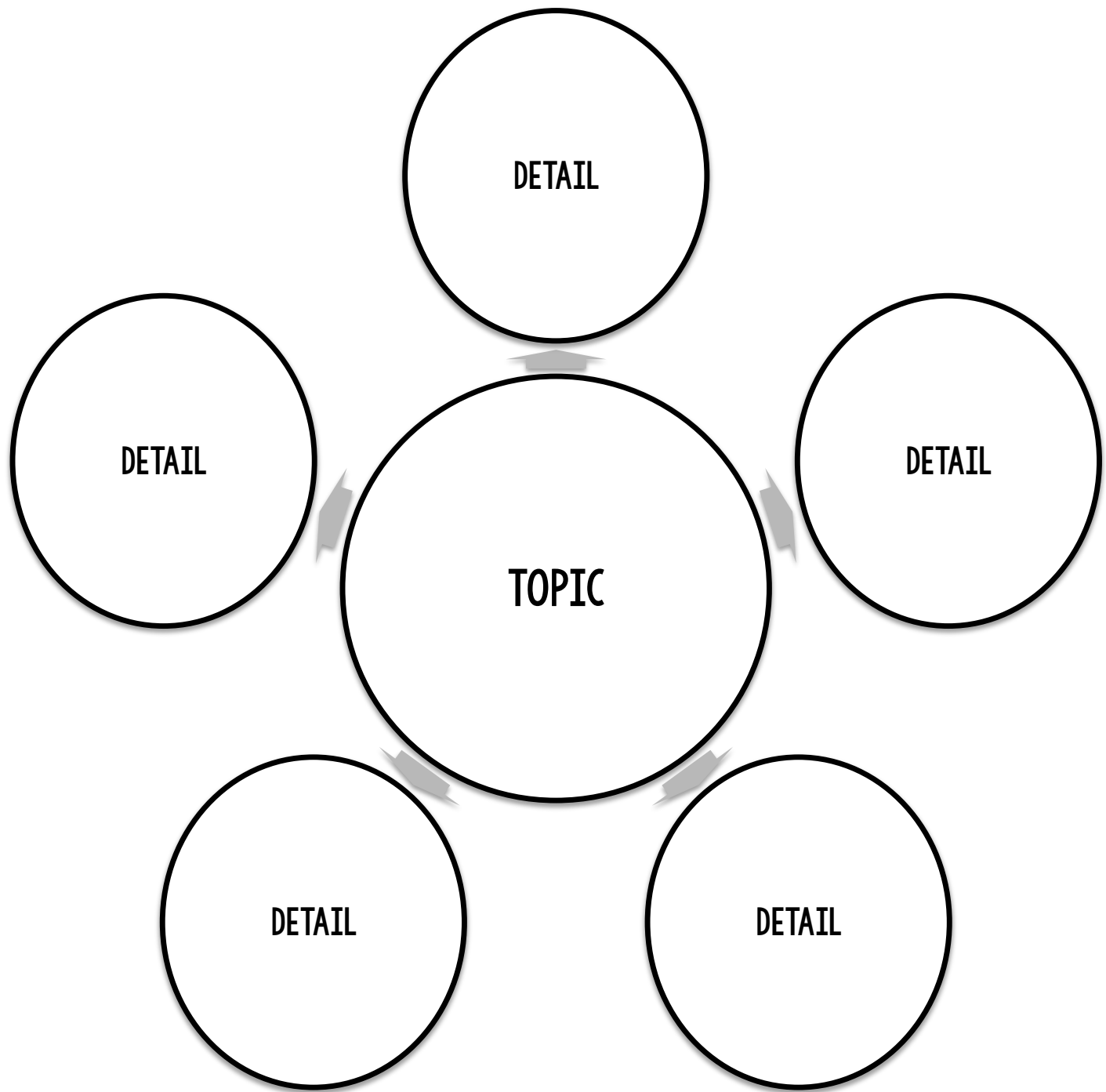
\_\_\_\_\_

**BRAINSTORM THE FIRST THINGS THAT COME TO MIND ABOUT THIS TOPIC:**

# Research Writing

## BRAINSTORMING

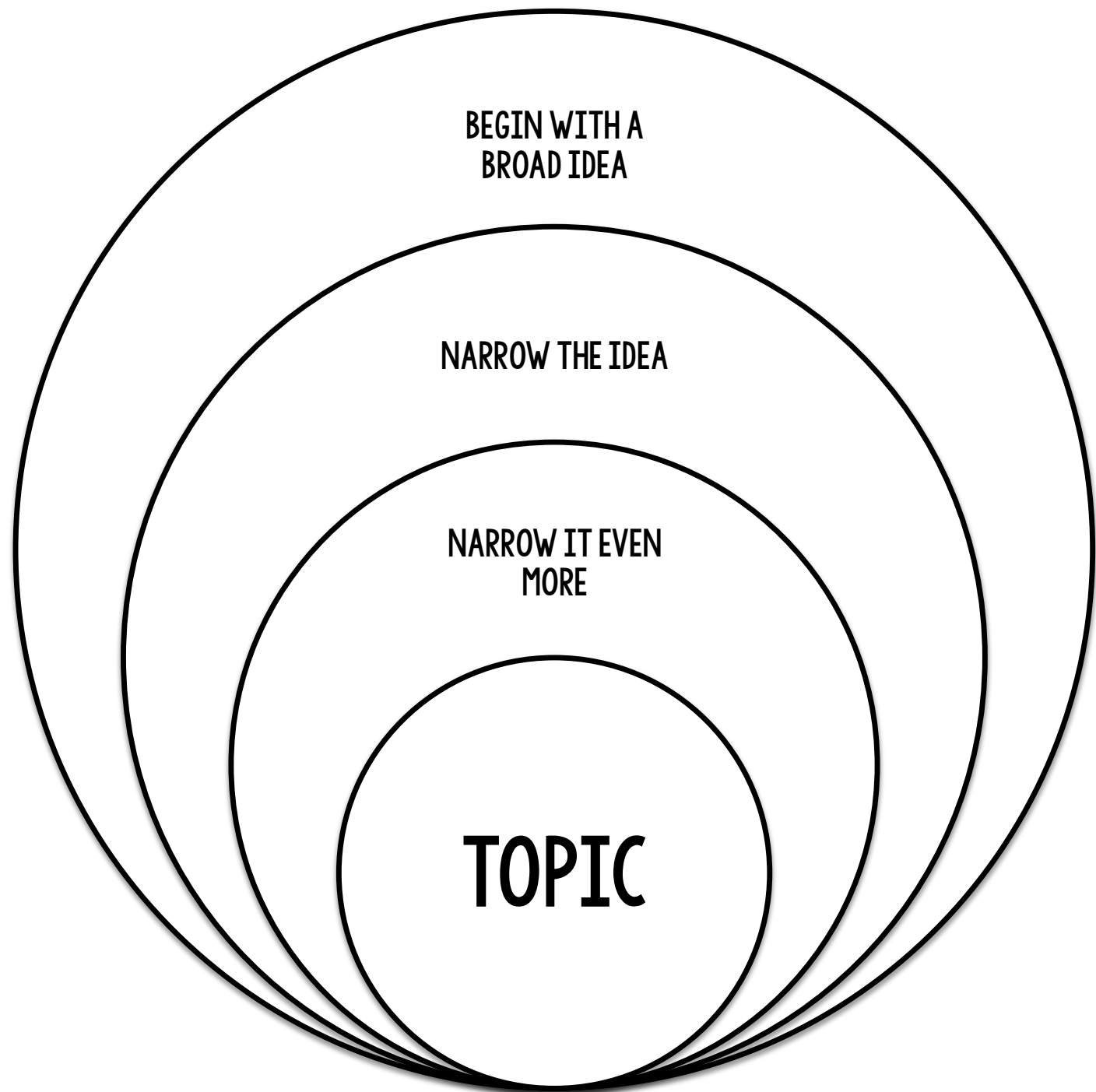
**DIRECTIONS:** Complete this brainstorming graphic organizer to begin the research process.



# Research Writing

## BRAINSTORMING

**DIRECTIONS:** Complete this brainstorming graphic organizer to begin the research process. Begin with a broad topic and then keep working your way down until you have a specific topic for your paper.



# Research Writing

## ALL ABOUT SOURCE CARDS

Creating source cards as you conduct your research is an excellent way to keep track of your sources. A source card is a 3x5 index card that contains a brief summary of your research and all of the information you need to cite that source in your Works Cited Page. You will have a separate source card for every single source you use. It is important to number each source card to help you keep track of your sources.

### FRONT

On the front, write a brief summary in your own words to avoid plagiarism.

If you write anything word for word, be sure to place quotation marks “ ” around the text.

### BACK

#

Write out the citation in MLA format exactly as it is needed for your Works Cited Page

MLA Citations  
Web Sources

### ENTIRE WEBSITE

Author's or Editor's last name, first name [if given].

*Name of Site.*

Name of sponsor or publisher.

Date resource was created.

URL

Date accessed.

### ARTICLE FROM A WEBSITE

Author's or Editor's last name, first name [if given].

“Title of Article.”

*Title of Web site.*

Publisher Name

Publication Date

URL

Date Accessed

### ONLINE DATABASE ARTICLE

Author's or Editor's last name, first name.

“Article Title.”

Volume or Issue number,

Publication date

*Database Title.*

DOI or URL

MLA Citations  
Print Sources

### ENCYCLOPEDIA

Author's last name, first name. [if available]

“Article Title.”

*Title of Encyclopedia.*

Year Published.

### BOOK (ONE AUTHOR)

Author's last name, first name.

*Title of Book.*

Publisher,

Date published.

### BOOK WITH AN EDITOR

Author's last name, first name.

*Title of Book.*

Edited by (editor name)

Publisher,

Date published.

# Research Writing

## ALL ABOUT SOURCE CARDS

BACK

1

Nevins, Allan. "George Washington."  
*Encyclopedia Britannica*, v. 23, 2014.  
*Encyclopedia Britannica, Inc.*  
www.url.com

### SOURCE 1 - ONLINE DATABASE ARTICLE

Author's or Editor's last name, first name [if given].  
"Article Title."  
*Title of Publication*,  
Volume,  
Year of publication.  
*Electronic Subscription service*,  
DOI or URL

BACK

2

### SOURCE 2 - BOOK (ONE AUTHOR)

Author's last name, first name.  
*Title of Book*.  
Publisher,  
Date published.

Collins, Suzanne. *The Hunger Games*.  
Scholastic Press, 2008.

BACK

3

Krutch, Joseph Wood. "Poe, Edgar Allan."  
*Encyclopedia Americana*. 1994. Print.

### SOURCE 3 - ENCYCLOPEDIA

Author's last name, first name. [if available]  
"Article Title."  
*Title of Encyclopedia*.  
Year Published.  
Print.

BACK

4

### SOURCE 4 - ENTIRE WEBSITE

Author's or Editor's last name, first name.  
*Name of Site*.  
Name of sponsor or publisher.  
Date resource was created.  
URL  
Date accessed.

Gould, Stephen. *Edgar Allan Poe's Life*.  
Poe Historical Society. 3 March 2000.  
www.url.com. 01 June 2014.

# Research Writing

## ALL ABOUT SOURCE CARDS

**DIRECTIONS:** If you do not have access to 3x5 inch index cards, use this paper to document your sources.

**FRONT**

**BACK**

1

**FRONT**

**BACK**

2

**FRONT**

**BACK**

3



# Research Writing

## SOURCE CARDS

FRONT

BACK

4

FRONT

BACK

5

RESEARCH NOTES: \_\_\_\_\_

\_\_\_\_\_

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# Research Writing

## WORKS CITED TEMPLATE FOR ENTIRE WEBSITE

**DIRECTIONS:** As you conduct research, complete these Works Cited templates to create your Works Cited Page.

**Source 1**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME

\_\_\_\_\_  
AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF WEBSITE*

\_\_\_\_\_  
NAME OF SPONSORING ORGANIZATION.

\_\_\_\_\_  
LAST UPDATE OR ORIGINAL PUBLICATION DATE

\_\_\_\_\_  
URL.

\_\_\_\_\_  
DATE OF ACCESS

**Source 2**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME

\_\_\_\_\_  
AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF WEBSITE*

\_\_\_\_\_  
NAME OF SPONSORING ORGANIZATION.

\_\_\_\_\_  
LAST UPDATE OR ORIGINAL PUBLICATION DATE

\_\_\_\_\_  
URL.

\_\_\_\_\_  
DATE OF ACCESS

**Source 3**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME

\_\_\_\_\_  
AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF WEBSITE*

\_\_\_\_\_  
NAME OF SPONSORING ORGANIZATION.

\_\_\_\_\_  
LAST UPDATE OR ORIGINAL PUBLICATION DATE

\_\_\_\_\_  
URL.

\_\_\_\_\_  
DATE OF ACCESS

# Research Writing

## WORKS CITED TEMPLATE FOR ARTICLE ON A WEB PAGE

**DIRECTIONS:** As you conduct research, complete these Works Cited templates to create your Works Cited Page.

**Source 1**

IN TEXT CITATION:

\_\_\_\_\_  
 AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. "TITLE OF ARTICLE."  
 \_\_\_\_\_  
*TITLE OF WEBSITE* . NAME OF SPONSORING ORGANIZATION.  
 \_\_\_\_\_  
 LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS

**Source 2**

IN TEXT CITATION:

\_\_\_\_\_  
 AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. "TITLE OF ARTICLE."  
 \_\_\_\_\_  
*TITLE OF WEBSITE* . NAME OF SPONSORING ORGANIZATION.  
 \_\_\_\_\_  
 LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS

**Source 3**

IN TEXT CITATION:

\_\_\_\_\_  
 AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. "TITLE OF ARTICLE."  
 \_\_\_\_\_  
*TITLE OF WEBSITE* . NAME OF SPONSORING ORGANIZATION.  
 \_\_\_\_\_  
 LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS

# Research Writing

## WORKS CITED TEMPLATE FOR BOOK WITH ONE AUTHOR

**DIRECTIONS:** As you conduct research, complete these Works Cited templates to create your Works Cited Page.

**Source 1**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF BOOK* . PUBLISHER,

\_\_\_\_\_  
DATE PUBLISHED.

**Source 2**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF BOOK* . PUBLISHER,

\_\_\_\_\_  
DATE PUBLISHED.

**Source 3**

IN TEXT CITATION:

\_\_\_\_\_  
AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME.

\_\_\_\_\_  
*TITLE OF BOOK* . PUBLISHER,

\_\_\_\_\_  
DATE PUBLISHED.

# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

### Source 1

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_ PUBLICATION DATE: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_ TODAY'S DATE: \_\_\_\_\_

WRITE THE MAIN IDEA OF THE SOURCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

### Source 2

TITLE: _____	
AUTHOR(S): _____	PUBLICATION DATE: _____
PUBLISHER: _____	TODAY'S DATE: _____

WRITE THE MAIN IDEA OF THE SOURCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).



# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

### Source 3

TITLE: _____	
AUTHOR(S): _____	PUBLICATION DATE: _____
PUBLISHER: _____	TODAY'S DATE: _____

WRITE THE MAIN IDEA OF THE SOURCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

### Source 4

TITLE: _____	
AUTHOR(S): _____	PUBLICATION DATE: _____
PUBLISHER: _____	TODAY'S DATE: _____

WRITE THE MAIN IDEA OF THE SOURCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: \_\_\_\_\_

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\_\_\_\_\_

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

### Source 5

TITLE: _____	
AUTHOR(S): _____	PUBLICATION DATE: _____
PUBLISHER: _____	TODAY'S DATE: _____

WRITE THE MAIN IDEA OF THE SOURCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: \_\_\_\_\_

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\_\_\_\_\_

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

WRITE AND CITE A MEANINGFUL QUOTATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_).

# Research Writing

## RESEARCH NOTES

**DIRECTIONS:** As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

**Source #:**

**TITLE:** \_\_\_\_\_

**AUTHOR(S):** \_\_\_\_\_ **PUBLICATION DATE:** \_\_\_\_\_

**PUBLISHER:** \_\_\_\_\_ **TODAY'S DATE:** \_\_\_\_\_

**WRITE THE MAIN IDEA OF THE SOURCE:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WRITE AND CITE A MEANINGFUL QUOTATION:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ (\_\_\_\_\_).

**WRITE AND CITE A MEANINGFUL QUOTATION:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ (\_\_\_\_\_).

# Research Writing

## RESEARCH PAPER GRAPHIC ORGANIZER

**DIRECTIONS:** To help guide your research efforts, answer each question as you complete your research.

### QUESTION: WHO IS THE INVENTOR?

Resource Title	Source Card #	What did I learn from this source	Will I use this in my paper?

### QUESTIONS: WHAT IS THE INVENTION? WHEN AND WHY WAS IT INVENTED?

Resource Title	Source Card #	What did I learn from this source	Will I use this in my paper?

# Research Writing

## RESEARCH PAPER GRAPHIC ORGANIZER

**QUESTION: WHAT WAS THE WORLD LIKE BEFORE THIS INVENTION?**

Resource Title	Source Card #	What did I learn from this source	Will I use this in my paper?

**QUESTIONS: WHAT KIND OF IMPACT DID THIS INVENTION HAVE? IS IT STILL USED TODAY?**

Resource Title	Source Card #	What did I learn from this source	Will I use this in my paper?



# Research Writing

## RESEARCH PAPER OUTLINE

### I. INTRODUCTION

- **Attention getter (1-2 sentences)** - this is a statement that will grab your reader's attention and make them want to read your paper. It can be an interesting fact, a shocking statistic, a quotation, an anecdote, an analogy or comparison, or something else you feel will get the reader to notice your paper. The attention getter cannot be a question.
- **General Information (3-4 sentences)** – this is where you provide your audience with general background information about the topic. Perhaps you will answer why this topic is relevant right now or why people should care about this topic.
- **Thesis statement (1 sentence)** – identify the topic you are writing about and the perspective on the topic that the evidence in your paper supports (your main ideas).

### II. BODY PARAGRAPHS

- **Topic Sentence (1 sentence)** – this is the topic sentence of your body paragraph where you identify the main idea of the paragraph. It should be a clear statement that does not contain any opinion.
- **First example (1+ sentences)** – support your main idea and topic sentence with this piece of supporting evidence. It should be a researched fact or example. When presenting your research, be sure to explain the research first, and state where it is from.
- **Explanation (1+ sentences)** – in the explanation sentences of your body paragraphs, you need to elaborate on the example and explain the significance of the example you just provided. This cannot be a quote.
- **Second example (1+ sentences)** – support your main idea and topic sentence with this piece of supporting evidence. It should be a researched fact or example. When presenting your research, be sure to explain the research first, and state where it is from.
- **Explanation (1+ sentences)** – in the explanation sentences of your body paragraphs, you need to elaborate on the example and explain the significance of the example you just provided. This cannot be a quote.
- **Concluding sentence (1 sentence)** – this is a summary sentence of the importance or the relevance of the main idea for your paragraph.

### III. CONCLUSION

- **Restate the thesis and main ideas (2+ sentences)** – restate your thesis in a different way, and then review and summarize the main ideas presented in your paper.
- **Statement of significance (1+ sentence)** – without introducing any new information to the paper, explain why this topic is significant, important, and/or relevant.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

# Research Writing

## RESEARCH PAPER OUTLINE

**DIRECTIONS:** To begin outlining your research paper, fill out this outline form with just the basic information you will use in your research paper. Outline your facts and quotes. You can fill in your explanation later.

### I. INTRODUCTION

Thesis: \_\_\_\_\_  
\_\_\_\_\_

### II. BODY PARAGRAPH I

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Example 1: \_\_\_\_\_  
\_\_\_\_\_

Example 2: \_\_\_\_\_  
\_\_\_\_\_

### III. BODY PARAGRAPH 2

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Example 1: \_\_\_\_\_  
\_\_\_\_\_

Example 2: \_\_\_\_\_  
\_\_\_\_\_

### IV. BODY PARAGRAPH 3

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Example 1: \_\_\_\_\_  
\_\_\_\_\_

Example 2: \_\_\_\_\_  
\_\_\_\_\_

### V. CONCLUSION

Restate thesis: \_\_\_\_\_  
\_\_\_\_\_

# Research Writing

## RESEARCH PAPER WRITING GUIDE

**The Thesis –Your thesis can only be one sentence.**

**(topic of paper) + (verb) + (all of the main ideas)**

**EXAMPLE THESIS: The invention of the traffic light made car travel safer, traffic flow better, and created a safer environment for pedestrians.**

**In the research paper for this example thesis**, the first body paragraph will be about how the invention of the traffic light made traveling by car safer. The second body paragraph will be about how the invention of the traffic light made traffic flow better. The third body paragraph of the research paper will be about how the invention of the traffic light created a safer environment for pedestrians.

### WAYS TO INCLUDE RESEARCH IN YOUR BODY PARAGRAPHS

When you include your researched information in your paper, you have to make sure that it grammatically fits with the rest of your paper. Do not just drop quotes into your paper randomly.

Whenever you add a quote or a statistic, it should never be in a sentence by itself.

### INSERTING QUOTATIONS

- According to (include source here), “put quote here” (cite it in MLA format for in-text citations).
- According to (include source here), (put paraphrased, researched information here) (cite it in MLA format for in-text citations).
- For example, the traffic light “put quote here” (cite it in MLA format for in-text citations).
- For instance, (put paraphrased, researched information here) (cite it in MLA format for in-text citations).

**EXAMPLE:** (Topic Sentence) The invention of the traffic light by Garrett Morgan made automotive transportation safer. (Example) Before the traffic light’s invention, “it was not uncommon for bicycles, animal-powered carts and motor vehicles to share the same thoroughfares with pedestrians. Accidents frequently occurred between the vehicles” (Federal Highway Administration). (Explanation) After the invention and implementation of the traffic light, the number of collisions was reduced and thus created a safer environment for automobile travel.

# Research Writing

## WRITING THE INTRODUCTION

**DIRECTIONS:** Using the introduction notes to guide you, write an introduction to your research paper.

# INTRODUCTION NOTES

## MY INTRODUCTION

## I. ATTENTION GETTER

Your attention getter should be an interesting statement that will grab your audience's attention.

You want to begin with a fact,  
statistic, or interesting piece of  
information.

## 2. PROVIDE GENERAL INFORMATION

After your attention getter, you will want to write general information about your topic.

The purpose of providing general information is to give your audience some background information about the subject.

You will want to let your readers know why this topic is relevant and also include why people should care about this topic.

Typically, the general information portion of a research introduction includes broad, common knowledge type of information.

### 3. WRITE YOUR THESIS

The last sentence of your introduction should be your thesis. Your thesis will be a very specific and direct sentence that will tell your audience what your research paper is about.

[illegible]

# Research Writing

## WRITING A BODY PARAGRAPH

**DIRECTIONS:** Using the introduction notes to guide you, write a body paragraph for your research paper.

## BODY PARAGRAPH NOTES

## BODY PARAGRAPH

## I. TOPIC SENTENCE

Begin your body paragraph with a topic sentence. State what the paragraph will be about.

## 2. EXAMPLE/SUPPORTING DETAIL

Begin with an example or supporting detail that supports your topic sentence.

### 3. EXPLAIN

Explain how your example or supporting detail supports the topic sentence and thesis.

#### 4. EXAMPLE/SUPPORTING DETAIL

Use a transition to lead into your second supporting detail or example. Additionally, furthermore, also, secondly...

## 5. EXPLAIN

Explain how your example or supporting detail supports the topic sentence and thesis.

## 5. REPEAT IF NECESSARY

Depending on how many sources you need for this paper, continue to add related supporting details and examples to the body paragraph.

[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

# Research Writing

## WRITING THE CONCLUSION

**DIRECTIONS:** Using the introduction notes to guide you, write the conclusion for your research paper.

## CONCLUSION NOTES

## MY CONCLUSION

## I. RESTATE YOUR THESIS

Begin your conclusion by restating the thesis. When you do this, be sure to restate the thesis in a different way.

## 2. STATEMENT OF SIGNIFICANCE

without introducing any new information to the paper, explain why this topic is significant, important, and/or relevant.

[illegible]



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

# RESEARCH PAPER PEER EDIT FORM

Author Name: \_\_\_\_\_ Peer Reviewer Name: \_\_\_\_\_

Paper Topic: \_\_\_\_\_

Paper Thesis: \_\_\_\_\_

	Yes	No	Comment
<b>ORGANIZATION</b>			
Is there a title?			
Are paragraphs used? Is each paragraph indented?			
<b>INTRODUCTION</b>			
Is there an attention getter in the first sentence of the paper?			
Does the author include background information informing the audience about the topic?			
Is there a thesis statement?			
Is the thesis statement the last sentence of the paragraph?			
<b>BODY PARAGRAPHS</b>			
Is there a quotation in every body paragraph?			
Does each body paragraph provide at least two examples that support the topic sentence?			
Is the evidence cited properly? “quote” (#).			
After the quote, is there some sort of explanation of the quote and how it relates to the topic sentence?			
<b>CONCLUSION</b>			
Does the writer restate the thesis?			

## CHECK FOR:

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1<sup>st</sup> and 2<sup>nd</sup> personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

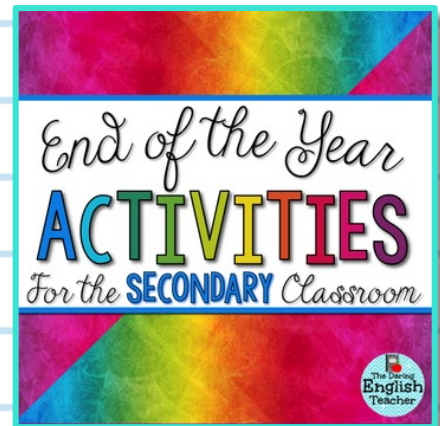
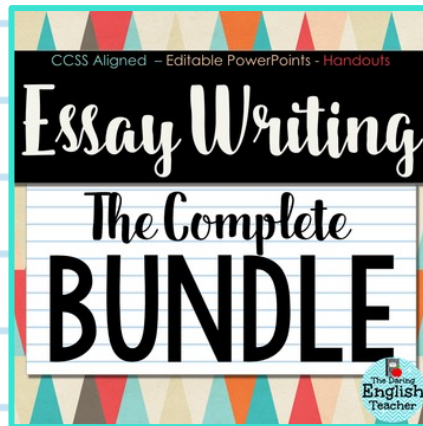
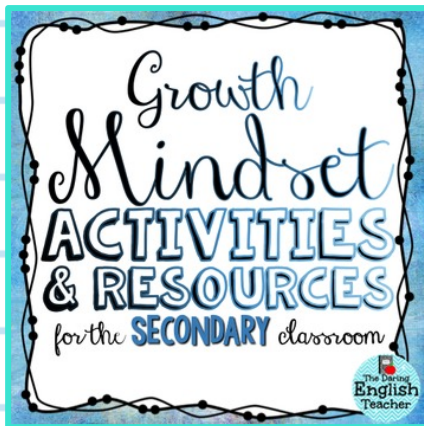
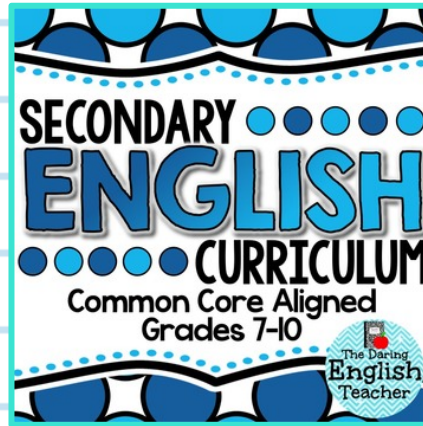
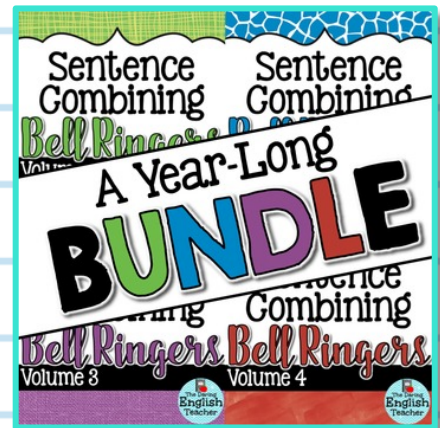
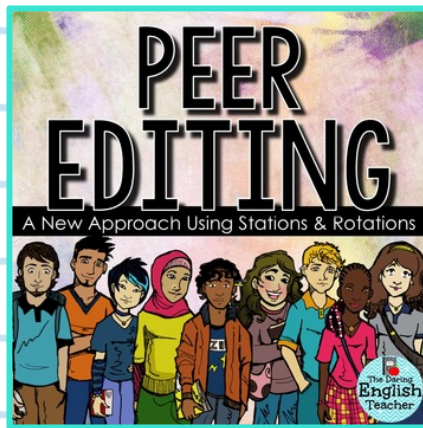
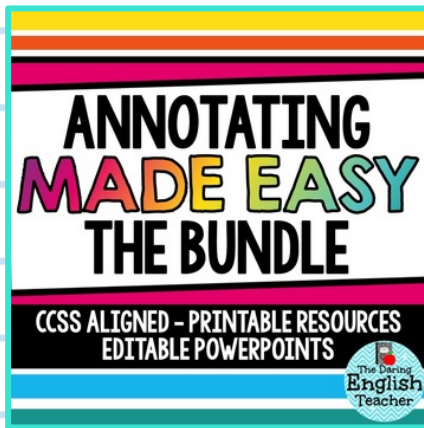
# RESEARCH PAPER GRADING RUBRIC

STANDARDS OF QUALITY	<b>Excellent</b> The work exceeds the standard of what is expected. The work is of exceptional quality.	<b>Good</b> The work is above the standard of what is expected. The work is of good quality.	<b>Acceptable</b> The work mostly meets the standard of what is expected. The work is of acceptable quality.	<b>Unacceptable</b> The work does not meet the standard of what is expected. The work is poor quality.
ORGANIZATION	<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>
	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another, and are clearly linked to each other.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together.	The writing is not logically organized. Frequently, ideas fail to make sense together.
GRAMMAR AND MECHANICS	<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>
	The writing is free or almost free of errors.	There are occasional errors that do not distract from the paper.	The writing has many errors, and they distract the reader.	The errors in the paper prevent the reader from reading.
QUALITY OF RESEARCH	<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>
	The reader is confident that the information and ideas can be trusted.	The reader is uncertain of the reliability of some of the sources.	The reader doubts the accuracy of much of the material presented.	The reader doubts the value of the material and stops reading.
MLA FORMAT	<b>20</b>	<b>16</b>	<b>12</b>	<b>4</b>
	The paper has no MLA formatting errors. The paper is properly set-up, and the sources are correctly cited.	The paper has minor MLA formatting errors in either the set-up or the citations.	The paper has MLA errors in the set-up and in the citations.	The paper does not follow MLA format at all. There is no works cited page.
INTRODUCTION	<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>
	The introduction includes an excellent hook and an adequate thesis statement that clearly states the topic of the research paper.	The introduction includes a hook and an adequate thesis statement that states the topic of the research paper.	The introduction is missing the thesis, or the thesis is incorrect.	The paper is missing an introduction.
BODY PARAGRAPHS AND IDEAS	<b>30</b>	<b>24</b>	<b>18</b>	<b>6</b>
	The body paragraphs include exemplary topic sentences, supporting examples, and explanations. The author's ideas are clearly presented and explained.	The body paragraphs include adequate topic sentences, supporting examples, and explanations. The author's ideas are mostly presented and explained.	The body paragraphs include an attempt at topic sentences, supporting examples, and explanations. The author's ideas are partially presented and explained.	The body paragraphs lack topic sentences, supporting examples, and explanations. Little to no research is presented.
CONCLUSION	<b>10</b>	<b>8</b>	<b>6</b>	<b>2</b>
	The conclusion restates the thesis and main ideas and provides an adequate statement of significance.	The conclusion restates the thesis and main ideas and provides a statement of significance.	The conclusion is missing the statement of significance, or does not restate the main ideas.	The paper is missing a conclusion.

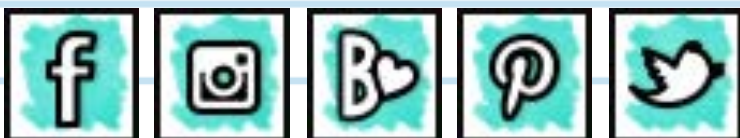
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ORGANIZATION				
	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another, and are clearly linked to each other.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together.	The writing is not logically organized. Frequently, ideas fail to make sense together.
GRAMMAR AND MECHANICS				
	The writing is free or almost free of errors.	There are occasional errors that do not distract from the paper.	The writing has many errors, and they distract the reader.	The errors in the paper prevent the reader from reading.
QUALITY OF RESEARCH				
	The reader is confident that the information and ideas can be trusted.	The reader is uncertain of the reliability of some of the sources.	The reader doubts the accuracy of much of the material presented.	The reader doubts the value of the material and stops reading.
MLA FORMAT				
	The paper has no MLA formatting errors. The paper is properly set-up, and the sources are correctly cited.	The paper has minor MLA formatting errors in either the set-up or the citations.	The paper has MLA errors in the set-up and in the citations.	The paper does not follow MLA format at all. There is no works cited page.
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CONCLUSION				
	The conclusion restates the thesis and main ideas and provides an adequate statement of significance.	The conclusion restates the thesis and main ideas and provides a statement of significance.	The conclusion is missing the statement of significance, or does not restate the main ideas.	The paper is missing a conclusion.

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