

Name _____ Date _____ Hour _____

Research Essay
English Language Arts

DIRECTIONS: Choose ONE topic from the possible topic list. Within that topic, there are sample research question ideas that you can use to narrow down a SPECIFIC element inside that topic **OR** develop a research question of your own within the topic. Then you will create a research essay answering the question with at least 3 main points.

Writing Guidelines

- Subject:** RESEARCH
Form: Essay
Purpose: To inform
Audience: Teacher, peers, and family members
Resources: Library, Internet, Books, Notes
Assessment: Rubric

DUE DATE: December 21, 2017

Process Checklist

- _____ 1. There is a plan (brainstorm web, outline, or list)
- _____ 2. There are subtopics that explain/answer your with research question
- _____ 3. There are at **least** 3 sources found and used throughout
- _____ 4. There are at **least** 3 in-text citations
- _____ 5. There are **quote sandwiches** that introduce, cite and explain
- _____ 6. There are transition words that create a specific text structure (chronological, cause/effect, problem/solution, description, sequential, compare/contrast)
- _____ 7. There is a rough draft that you edit with a peer and parent
- _____ 8. There is a final draft that follows **WHAT SHOULD MY RESEARCH PAPER LOOK LIKE** directions
- _____ 9. There is a works cited page acknowledging the sources used throughout

WHAT SHOULD MY RESEARCH PAPER LOOK LIKE?

Research papers should consist of:

- Title Page (should look like the cover of the packet)
- Essay paper is typed, in 12pt font and double spaced
- Your last name, and page number in the heading (upper right hand corner) on each page
- Work Cited page (with at least 3 required resources in **alphabetical order**)

Word Processing Guidelines:

- 12 point font size
- Font: Times New Roman, Arial, or Cambria
- Double Spaced
- No extra spaces between paragraphs (only hit return/enter once)
- Paper does not conclude with “the End” nor does it contain “No-No” words – see list near the end of this packet
- Your paper should be created in your Google Classroom assignment titled Research Paper-HOUR-LASTNAME (ex. Research Paper-3rd-Bradley)

Essay Rubric

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS - W: • 2a	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure CCSS – W: -2a -2c -2f	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction and previews what is to follow Thoroughly develops topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction and previews what is to follow Develops topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction and previews what is to follow Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development CCSS – W: • 2b	<ul style="list-style-type: none"> Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using well- chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial Ineffectively integrates and cites sources Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic Incorrectly integrates/cites sources Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language CCSS – L:*** 1, 2, 3, 4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Your topic must fit within one of these 4 topics! Your question is up to you...these are just suggestions for you to look at.

Technology Impact	People of Impact	Sports	Science/Environment/Health
<ol style="list-style-type: none"> 1. How can technologies help in preventing terrorist attacks? 2. How did cloud technologies change data storing? 3. How has social media changed teens? 4. Does spending time on media cause children to have mental health problems? 5. How are new technologies changing health care? 	<ol style="list-style-type: none"> 1. How would the history of the world have been affected or “changed” if the person had never lived? 2. Why is this person so important in society? 3. What major world events were going on when this person was alive? How did these major historical events affect the person? 4. What makes this person interesting? 5. What did this person do to make an impact on the world? 	<ol style="list-style-type: none"> 1. What is the World Series process? 2. How do the locations for the Olympics get selected? 3. How does European football differ from American football? 4. How has sports evolved with the influences of technology? 5. What is the history of a specific sport? Team? Organization? 	<ol style="list-style-type: none"> 1. How do vaccinations work? What is the purpose behind vaccinations 2. Natural Disasters...how did it happen? 3. Pollution...How does it impact the world? 4. Endangered species – how can we preserve them? 5. Recycling. How does it help the environment? 6. Genetics...How does a person get a specific disease or condition?

REMEMBER THESE ARE THE TOPICS YOU MUST CHOOSE....

YOUR QUESTION IS UP TO YOU...THESE ARE SIMPLY SUGGESTIONS TO GET YOUR IDEAS GOING!!!!

Due Dates:

Topic Selection: 12/13
 Research Question: 12/13
 Thesis Statement: 12/13
 Work Cited Form: 12/15
 Note Sheets: 12/15
 Rough draft: 12/19
 Peer/Parent EDIT: 12/21
 Final Draft SUBMIT: 12/21

RESEARCH PAPER GRADE SHEET

Topic Selection: _____
 (5 pts – 2.5pts selected & 2.5pts signed)

Research Question/Thesis Statement: _____ (5 pts)

Note Collection Sheets: _____ (15 pts –5pts/sheet)

Works Cited Required Forms: _____ (15 pts – 5pts each)

Title Page: _____ (5pts)

Rough Draft: _____
 (10 pts – introduction, 3 details paragraphs, closing – 2 pts each)

Works Cited Page: _____ (15 pts – 5 pts each)

Parent Signature for EDIT: _____ (5 pts)

Final Paper Content: _____ (40 pts)

SAMPLE TITLE PAGE

X

X

X

X

X

(11 Spaces = 11 Enter>Returns)

X

X

X

X

X

Seventh Grade Research Paper (*TITLE*)

Susan Somebody (*YOUR NAME*)

Inmates of Alcatraz Island (*RESEARCH TOPIC*)

Mrs. Bradley's Class (*TEACHER'S NAME*)

Language Arts (*CLASS NAME, CLASS NUMBER*)

December 2017 (*MONTH & YEAR*)

Remember:

- *Font size: 12 pt.*
- *Font: Times New Roman, Arial, Cambria*
- *Double Spaced*

Topic Selection and Research Question Sheet (PARENT SIGNATURE)

Name: _____ Hour: _____

My Research topic: _____

The three questions in my topic that I have after checking through information are:

My finished research question is:

What do I want to find out from this question?

I have read the topic selection and question my child would like to research and APPROVE.

Parent Signature: _____

WORKS CITED FORMS

1

Internet (REQUIRED)

Source #: _____
Author: _____
Editor: _____
Title: _____
Date of Publication: _____
Date of Access: _____
URL (web address): _____

2

Internet (REQUIRED)

Source #: _____
Author: _____
Editor: _____
Title: _____
Date of Publication: _____
Date of Access: _____
URL (web address): _____

3

Internet (REQUIRED)

Source #: _____
Author: _____
Editor: _____
Title: _____
Date of Publication: _____
Date of Access: _____
URL (web address): _____

4

WORKS CITED FORM (CONTINUED)

_____ : (EXTRA)

Source #: _____
Author: _____
Editor: _____
Source Title: _____
Title of Article: _____
City of Publication: _____
Name of Publisher: _____
Copyright Date: _____
Edition: _____ Volume: _____
Date of Access: _____
URL (web address): _____

NOTE SHEETS

Name:	Source # 1
Notes:	

NOTE SHEETS

Name:

Source # 2

Notes:

NOTE SHEETS

Name:

Source # 4 OPTIONAL

Notes:

Handwriting practice area consisting of a grid of horizontal lines for notes.

Creating a Thesis Statement

Name: _____ Hour: _____

Step 1: Fill in your Topic and position below.

Step 2: Read through the sources you found by using your keywords. Read the articles using a highlighter to focus and highlight the major ideas found in articles, paying attention to **your question on your topic**.

Step 3: Find major ideas within your sources that **support your topic**. In your own words and using complete sentences; list the reasons or supporting facts about your topic. These will become your subtopics/body paragraphs.

Research Question: _____

Supporting Facts/Answers to the question: use complete sentences. **These will become the main points in your body paragraphs. Must have AT LEAST 3**

1. _____

2. _____

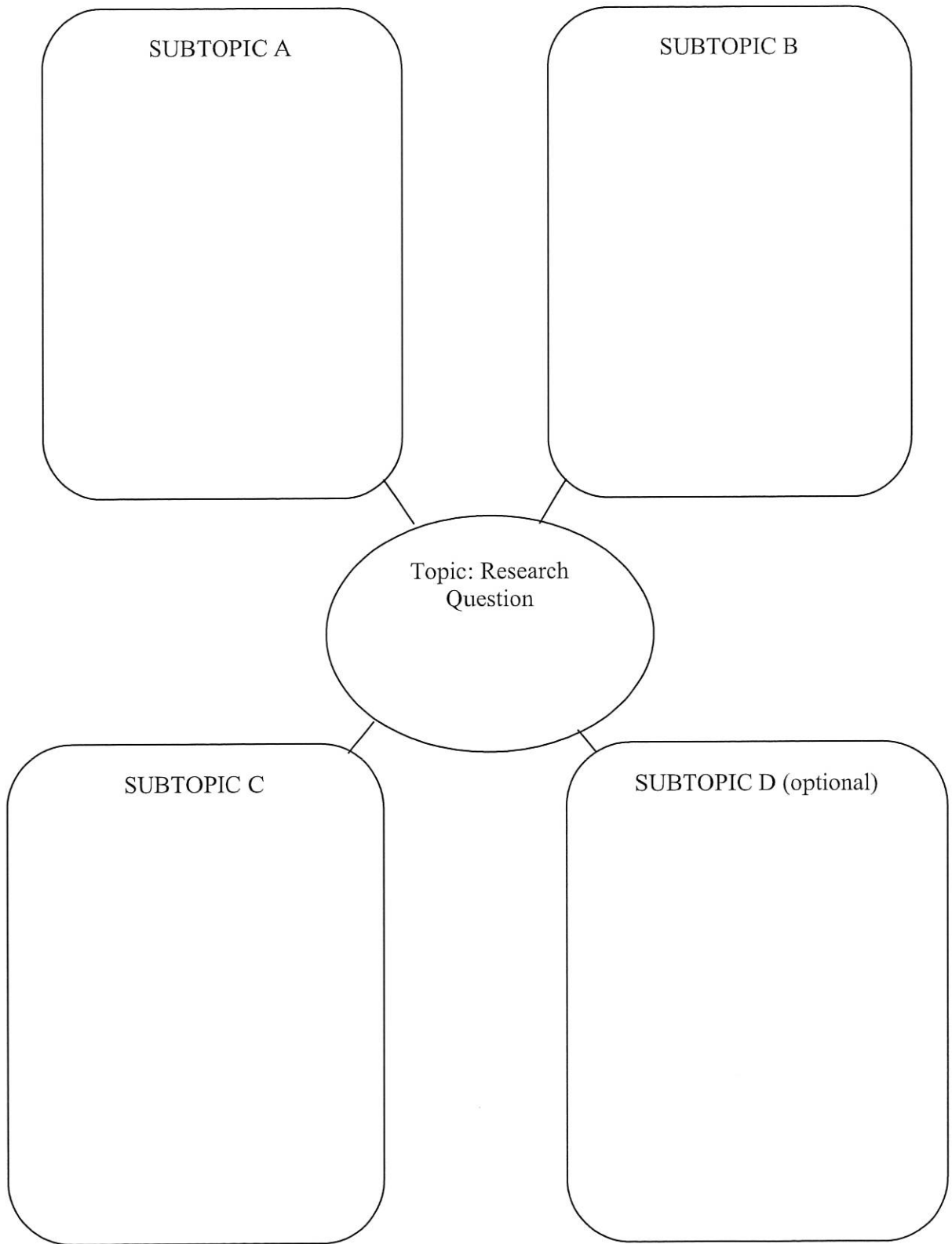
3. _____

4. _____

5. _____

Step 4: Create your thesis statement. Use the reasons listed above to answer your research topic.

WEB OF IDEAS



Body Paragraph NOTE SHEET

Directions: This note sheet is for 1 body paragraph (ONE SUPPORTING DETAIL) you should use this form to help organize your thoughts of what will go into the paragraph.

BODY PARAGRAPH #1

Ideas

Summarize

Quote

Paraphrase

Body Paragraph NOTE SHEET

Directions: This note sheet is for 1 body paragraph (ONE SUPPORTING DETAIL) you should use this form to help organize your thoughts of what will go into the paragraph.

BODY PARAGRAPH #2

Ideas

Summarize

Quote

Paraphrase

Body Paragraph NOTE SHEET

Directions: This note sheet is for 1 body paragraph (ONE SUPPORTING DETAIL) you should use this form to help organize your thoughts of what will go into the paragraph.

BODY PARAGRAPH #3

Ideas	
Summarize	
Quote	Paraphrase

Body Paragraph NOTE SHEET

Directions: This note sheet is for 1 body paragraph (ONE SUPPORTING DETAIL) you should use this form to help organize your thoughts of what will go into the paragraph.

BODY PARAGRAPH #4 OPTIONAL

Ideas

Summarize

Quote

Paraphrase

“No-No” WORDS FOR FORMAL WRITING

As you edit your paper, circle any of these words – if you find them in your paper – and make sure to change and replace them for the final copy. Add a tally mark(s) to the words/phrases you found – and then be sure to change them!

	Me		This paper is about...
	I		Here is some information on...
	You		Don't you want to read about...
	In this paragraph I will...		I hope you enjoyed my paper...
	Let's read on to find out...		I tried to tell you...
	My paper is about...		And that was my paper...
	My story is about...		The End
	Let me tell you about...		We
Informal Word Choice	<p>Your research paper is to be written in third person. Do not use “I”, “me”, “we”, “us”, or “you”.</p> <p>Avoid non-specific, informal words, such as: “stuff”, “things”, “got”, “get”, “gotten”, “nice”, “guy”, “just”, “awesome”, “kids”, “hang out”, “loads of”, “T.V.”, “okay”, “sort of”, “basically”, “Well, . . .”, “anyways”, “lots of”, “definitely”, “OK”, an “very”. Do not use abbreviations such as LOL, OMG etc.</p>		

Remember, in a research paper:

- *No feelings or opinions should be expressed (i.e. Annie Oakley was awesome; or, Annie Oakley was the greatest women to ever shoot a rifle.)*
- *No pronouns (I, me, you, we, etc.)*

CONJUNCTIVE ADVERBS & TRANSITIONAL PHRASES

Conjunctive adverbs modify entire sentences in order to relate them to preceding sentences or paragraphs; good academic writers use many of them, but so many that they overload the page.

accordingly	instead	thereafter
also	likewise	therefore
anyway	meanwhile	thus
besides	moreover	undoubtedly
certainly	nevertheless	in addition
consequently	next	in contrast
finally	nonetheless	for example
furthermore	now	for instance
hence	otherwise	of course
however	similarly	as a result
incidentally	still	in other words
indeed	then	

