


# How To Write A Research Paper

## cheat sheet

**Student Directions:** Follow these steps to write a stellar research paper!

*Important Due Dates*




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**1** *essential question*

What am I writing about?  
 When writing a research paper, you are given the opportunity to decide your own topic to write about. You are asked to take a position (choose a side) and argue your opinion using research, data, and evidence to support your claim.

**2** *sources*

Before you can do anything else, you need to find sources to support your position. You can use Google and Google Scholar to find scholarly, published sources, as well as news sources to use in support of your paper. It is important to find legitimate sources. The sources you find are the beginning of your Works Cited Page.

**3** *works cited*

As you look for sources, you will fill out the Works Cited Page to help organize your research. You need to include all of your sources on the Works Cited Page. When complete, this page should include a complete works cited entry for each source. Below is an example for an online source:

Bowen, Sherry. "Should Kids Wear School Uniforms?" EduGuide, 10 Jan 2020, www.eduguide.org.

**4** *focus*

You want to develop a specific focus of your paper after you have done some more research. You will have to ensure that you know exactly where your paper will be going and what your specific focus is going to be.

**Remember** you are writing a position piece. You need to have an exact position. This becomes the beginning of your claim.



**5** *evidence*

Evidence starts the breakdown of your sources – this is **EXTREMELY IMPORTANT**. You must have evidence to support your claim. Evidence is best kept organized! Use one evidence organizer chart for each piece of information from your sources.

For instance, if you found a great article on Google and you found five pieces of evidence that are likely going to help you prove your point, you would want to make sure that source is included on your Works Cited Page, and then five separate charts are used for each piece of evidence. One piece of evidence per chart.

Your evidence charts must include useful information from the sources you have found. You must have at least 10 charts filled out (**10 pieces of evidence**). Each chart will paraphrase, summarize, or quote an idea from the original source and will include the original source.

Example: Mark Twain criticizes various aspects of society in most of his works. Some of these aspects include: issues of racism and slavery, class segregation, government, and religion.

# How To Write A Research Paper

## cheat sheet

continued

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### the outline

The outline becomes the roadmap for what your essay is going to look like. The easiest way to understand what an outline looks like is to see one in action! Please refer to the outline guidelines to further understand setting up an outline.

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### revising

Before you bring your paper to a peer editing session, you will need to make sure you have revised your paper for any blatant and silly errors. Print out your rough draft, grab a correcting pen and comb through your paper. You should even read it out loud to check for grammatical structure errors that you may have missed. Ensure you have a pretty good product for your peers to provide you feedback on!



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### write!

Once you have created your outline and had it graded by your teacher, you are now finally able to sit down and start writing your first draft. It is important that you do not feel this first draft has to be perfect because you can guarantee that it will not be the final paper you turn in! You will be revising your drafts quite a few times before having a final product. Start with your claim and work your way out from there. You should refer to your outline for your premises and the evidence you will be using to support those premises and your claim. All you need to do now is compose your body paragraphs. Generally, it is a good idea to save your introduction and conclusion for last, but you are free to write this in any order you would like. The key here is just to begin *writing*! Just sit down and do it!

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### editing

Not only will you be editing your paper, but your peers will be as well. During a peer editing session, you will receive constructive feedback on how to improve your paper. It's always best to have another set of eyes look through your work before turning in a final product!

### final draft

10

This will be the moment you've been working diligently toward through this entire process. Your final draft should be something you are extremely proud of and cannot wait to turn it. Know that if you've worked hard and tried your best, it should pay off in the end!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# evidence organizer

**Student Directions:** Use this chart to keep track of your evidence from multiple sources. Each piece of evidence should paraphrase, summarize, or quote an idea from the original source and will include the original source.

SOURCE:

EVIDENCE:

SOURCE:

EVIDENCE:

SOURCE:

EVIDENCE:

SOURCE:

EVIDENCE:

SOURCE:

EVIDENCE:

SAMPLE

# outline sample

Last Name 1

Your Name

Teacher's Name

Class

Due Date

## Outline

Claim:

The government needs to create a schooling system where learning is fostered and truly educating our children is the sole motive. Schools should exist solely to develop the following in our children; the development of self, creativity of the mind, morality, communication abilities, and critical thinking skills.

- I. The development of self
  - A. Students discovering their abilities
- II. Creativity of the mind
  - A. 21<sup>st</sup> Century thinking
- III. Morality
  - A. Developing a moral consciousness
    1. Mooney's *The Short Bus: A Journey Beyond Normal*
- IV. Communication abilities
  - A. Education as a two-way road
    1. Freire's "Jasperian 'split'"
- V. Critical thinking skills
  - A. Questioning
- VI. Conclusion

# outline sample

## Works Cited

Bowen, Sherry. "Should Kids Wear School Uniforms?" *EduGuide*, 10 Jan

2020, [www.eduguide.org](http://www.eduguide.org). Accessed 4 April 2020.

Neild, Barry. "Europe's most fascinating border towns." *CNN Travel*, 18 March

2020, [www.CNN.com](http://www.CNN.com). Accessed April 20 2020.

Staskiewicz, Keith. "New Edition of 'Huckleberry Finn' to Lose the N-word."

*CNN Entertainment*, 5 January 2011, [www.CNN.com](http://www.CNN.com). Accessed April 15 2020.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York, Penguin, 1986. Print.

SAMPLE

Name: \_\_\_\_\_

# Research Paper Final Rubric

Criteria	Inadequate	Developing	Adequate	Accomplished	Mastery
Introduction & Claim (x2) _____/20	Lacks an introduction and any organizing elements of an introduction; fails to address the claim	Undeveloped introduction with poor or insufficient overview of the texts; weak, unfinished, or puzzling claim	Simple or hackneyed opening; introduction and summary of main texts included; clear claim and simple overview of main points	Convincing opening; vibrant overview of texts; clear, rational claim	Innovative, appealing opening; convincing summary of texts; well-written, detailed, engaging claim
Evidence (x3) _____/30	Evidence is not present in essay	Evidence is broad and may not always be focused on the prompt and claim	Precise evidence with occasional gaps in focus	Substantial and precise evidence; evidence is attentive in supporting the claim; any quotes are unified into body paragraphs	Captivating and evocative evidence that is tightly focused on supporting the claim and premises; evidence/quotes are effortlessly combined with the justification
Justification (x3) _____/30	No justification of examples; pure summary of text	Little or insufficient discussion of meaning of or connection to evidence	Establishes ability to justify and connect evidence, but justification is evident, petty, banal, or vague	Provides thoughtful, strong justification of evidence with occasional lapses	Provides sharp justification that explores profounder meaning between all components
Organization (x1) _____/10	No organizational elements of an essay present	Inadequate organization; illogical paragraph division	Somewhat clear organization, but body paragraphs and transitions are irregular; conclusion may be missing	Clear organization and logic; decent transitions; nominal irregularity in paragraph focus and structure; conclusion exists, but is basic	Flawless, rational. Engaging organization with methodical development of ideas; sophisticated, lucid transitions; well-structured. Concentrated paragraphs; conclusion displays clever synthesis of thoughts
Mechanics & Format (x1) _____/10	Elements of spelling, grammar, and punctuation are misunderstood; disregards MLA format	Substantial and confusing spelling, grammar, or punctuation errors that sometimes hinder ideas; constant error patterns; consistent errors in MLA format	Errors in spelling, grammar, or punctuation, but basic ideas are clear; may have one error in formatting; may have one or two errors in MLA format	Infrequent, trivial errors in spelling, grammar, or punctuation, but ideas are unblemished; observes the formatting guidelines; complete MLA format	Few or no errors in spelling, grammar, or punctuation; varied array of sentence construction and vocabulary; observes the formatting guidelines; complete MLA format

**TEACHER COMMENTS:**

**Total Score:** \_\_\_\_\_/100

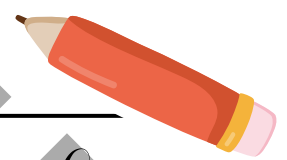
# WHAT IS A CLAUSE?

A **clause** is a group of words that work together as a unit. Every clause has a *subject* and a *verb*, but there are two types: *independent* and *dependent* clauses. Use this cheat sheet to help identify them!

*useful terms*

**Subject:** The part of the sentence that performs the action. For example:  
*Desmond* made a cake.

**Verb:** Often, this is an action word. However, words like "is" and "was" are also verbs. An easy test? If you can change the tense (past, present, future, etc.), it is a verb. For example, "is" is present tense, and "was" is past.



## *independent clause*

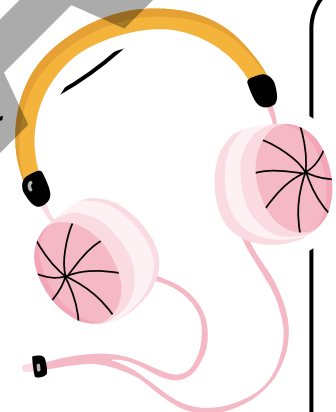
This is a clause that can stand alone as its own sentence. An independent clause can be its own sentence (for example, "*Nico is pretty tall.*") or it can be part of a larger sentence (for example, "*Nico is pretty tall, but her sister is not.*").

## *dependent clause*

This is a clause that cannot stand alone as its own sentence. It has a subject and verb but does not form a complete thought (for example, "*Although she hasn't played tennis in years*").

**Words like these often begin dependent clauses:**

- |          |       |
|----------|-------|
| although | while |
| before   | until |
| after    | If    |
| since    | since |
| because  | as    |





# WHAT IS A PHRASE?

A **phrase**, unlike a clause, does not have both a subject and verb. It can have one or the other, but not both. For example:

- Running to the store (no subject)
- The president of the club (no verb)

Below, you will find two different types of phrases.

## adjective phrase



An adjective phrase describes a noun or pronoun.

**Examples:**

I made a bracelet out of ribbon.

“Daniela’s cool, blue eyes were stunning.”

“He is from Indiana.”

## adverb phrase

An adverb phrase shows manner, place, time, frequency, or purpose. It will describe verbs, adjectives, and sometimes other adverbs.

**Examples:**

“She whacked the spider with her shoe.”

“Eduardo arrived at the library.”

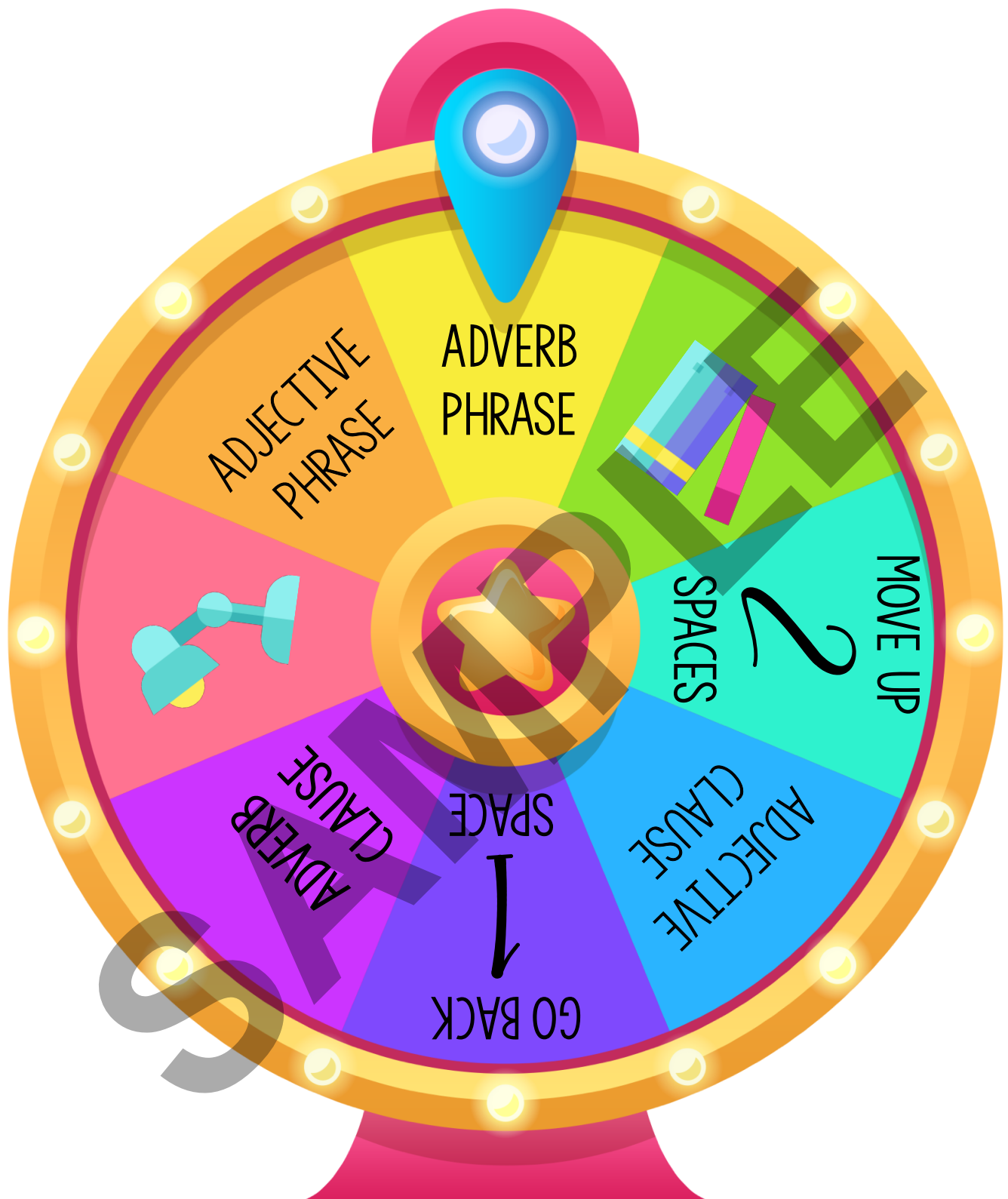
“She wakes up before dawn.”

“I floss my teeth every morning.”

“She made a card to show her mother.”







**PHRASES & CLAUSES**

**SPINNER**

# Groovy Grammar



## phrases & clauses

The student who first raises her hand will go first.

The students practicing on the field had to leave when it started to rain.

In her book, the villain has a master plan.

That is one reason why Arjun is switching classes.

The ten-week-old puppy went home with the family.

We won the game because Hiro is so skilled.

The restaurant that is farther away has better food.

Let's do the laundry before we pack our suitcases.

Amir, because he is the oldest, will go first.

The man in the corner looks familiar.

After we eat dinner, let's go out for dessert.

This new video game is way too expensive.

He climbed the ladder very carefully.

Yusef has quite a peculiar talent.

He opened the chest with a key.

A world without music would be very sad.

If you want to do well, you're going to have to practice.

I gave the book to Ava, who lent it to Shauna.

START

FINISH

# STATEMENT

The act of stating or declaring.

Something that is factual.

# CLAIM

A sentence that can be argued.  
Evidence can be found to prove (or  
disprove) the sentence.

Potato chips were, surprisingly, invented by mistake  
when a chef making French fries accidentally cut  
them too thin.

#7

Potato chips are a superior snack to pretzels.

#8

Working at a standing desk is more productive than  
sitting while working.

#9

In the novel, *Crash*, by Jerry Spinelli, protagonist Crash Coogan often deceives and makes fun of Penn Webb.

#16

Jason Reynolds is the best author of middle grade literature.

#17

In the novel, *Bruiser*, by Neal Shusterman, Bronte acted selfishly.

#18

**ANSWER KEY**


**STATION FOUR**  
FINDING THE RIGHT Evidence

**Student Directions:** When writing a literary analysis essay, it's not only important to find evidence from the text that supports your point of view, but to find the *right* evidence to really solidify your stance.


Below, put a star next to the piece(s) of evidence from the choices that BEST supports each argument or position. For each option, explain why you would or would not include it in a paragraph. Then, write a logical sentence that justifies how one piece of evidence supports the claim.

In the short story, "The Art Show" by April LoTempio, the protagonist of the story describes a visit to her friend, Keisha's house. During the visit, the protagonist identifies several "clues" that point to the fact that Keisha wants to enter and win an upcoming art show. The protagonist, however, feels that she will win and is offended by Keisha's plans to undermine her.

**Claim: The protagonist of the story uses an arrogant tone when describing interactions with her friend, Keisha.**

EVIDENCE OPTIONS:	Would you use this evidence? Why or why not?
<p>"It all started yesterday, when Keisha invited me over to her house after school. She hadn't invited me over in at least three or four days, so I could tell she was only doing it because of the art show" (LoTempio 1).</p>	<p>I would not use this quote because there is little evidence of the protagonist displaying arrogance toward Keisha.</p>
<p>"The sketches of horses alongside it were really quite pathetic, as if they were drawn by a seven-year-old. And that's exactly how Keisha tried to explain it away, saying they belonged to her little brother. Poor Keisha, she's as bad at lying as she is at sketching horses!" (LoTempio 1). </p>	<p>I would use this evidence because the quote clearly demonstrates the protagonist's arrogant tone. It includes language such as "pathetic" and "poor Keisha" that reinforce the derogatory and haughty tone.</p>
<p>"By the time I was leaving Keisha's house, I was already pretty upset, but then the worst thing happened. She smiled at me and said, 'Good luck with your drawing for the art show.' Can you believe that? She looked me right in the eye and smiled while she said it!" (LoTempio 1).</p>	<p>This quote does not support the claim. It demonstrates that the protagonist is incredulous, but not arrogant.</p>

Claim: In the short story, "The Art Show," the protagonist is an unreliable narrator.

EVIDENCE OPTIONS:	Would you use this evidence? Why or why not?
<p>"Now, you can't blame Keisha for wanting to place first in the art show – after all, the top prize comes with a one-hundred-dollar gift card to Gingham's Art Supplies. Anyone would want to win a shopping spree for thick drawing paper, a set of fresh charcoals, or a case of pointy colored pencils" (LoTempio 1).</p>	<p>I would not use this evidence because although it does share the narrator's opinion, it seems logical and reasonable.</p>
<p>"It was a white dress with blue stripes that would look just perfect with a blue ribbon pinned onto it. When I asked about the dress, Keisha claimed it was hanging up so she'd remember to loan it to her cousin" (LoTempio 1).</p>	<p>I would not select this quote as evidence because while it shows some bias, for example, using the word "claimed," it mostly describes simple events rather than the narrator's perspective.</p>
<p>"The most suspicious part of the afternoon was when Keisha actually started asking me about the art show. 'You're sure to win,' she said, all nice and supportive. Then she asked me what I was working on for my drawing. Normally, she takes interest in my hobbies because she's being a good friend, but I know this time it's because she just wants to copy me" (LoTempio 1). </p>	<p>I would select this evidence because it clearly demonstrates the protagonist's biased narration. For example, she characterizes a moment as "suspicious" with very little evidence to support that. Additionally, the protagonist states that she knows Keisha's intentions were malicious, when there is no other indication of that being the case..</p>

