

Marlboro Central School District

RESEARCH STYLE MANUAL



Grades K-5

Revised Edition

2007

Message to Students

Dear Students,

As you grow older, you will need to engage in research for a variety of purposes: to write effective research papers in college, to investigate products before purchasing them, to identify quality doctors, and to create reports for your bosses. These are just a few of the times you will be glad to know how to research a topic effectively.

Beginning in Kindergarten, you will be taught how to follow the research process outlined in this manual. If you pay attention, you will realize that writing a research paper is not hard. It can be fun and you can learn a lot.

Good luck!

Your Elementary Teachers

PREFACE

The Marlboro Central School District strives to prepare all students for a successful and productive life of learning. Effective communication skills are essential to this success. To develop the ability to think and communicate, students need to write.

The Marlboro Central School District recognizes the need to adopt consistent research guidelines that will allow today's young people to research, interpret, organize, express, and document ideas in a meaningful way.

Research will be encouraged through the implementation of the fourth Common Task in grades K-5. In doing this, the Marlboro Central School District has demonstrated its ongoing commitment to identifying the central role that writing plays in the district's educational program.

This manual, based primarily on *MLA (Modern Language Association)* guidelines, will encourage students to do the following:

- Organize information related to a given topic
- Present information in a logical, written format
- Document information according to the *MLA* style.

Table of Contents

Message to Students.....	2
Preface.....	3
Table of Contents.....	4
Research Skills Scope and Sequence Grades K-1.....	5
Research Skills Scope and Sequence Grade 2.....	6
Research Skills Scope and Sequence Grades 3-4.....	7
Research Skills Scope and Sequence Grade 5.....	8
Research Standards.....	9
Steps for Completing a Research Paper Grades 2-5.....	10
Step 1: Selecting a Topic.....	11
Step 2: Locating Sources.....	11
Step 3: Sources to Support Topic.....	12
Step 4: Sources for Background Information.....	12
Step 5: Thesis Sentence.....	12
Step 6: Obtaining Approval.....	13
Step 7: Preparing a Rough Outline.....	13 & 14
Step 8: Writing Works Cited Cards.....	15
Step 9: Taking Notes.....	15
Step 10: Organizing Note Cards.....	16
Step 11: Writing a Final Outline.....	16 & 17
Step 12: Rough Draft.....	18
Step 13: Revising/Editing.....	18
Step 14: Final Copy.....	19 & 20
Step 15: Preparing a Cover.....	21
Step 16: Works Cited Page.....	22 & 23
Appendix.....	24–31

RESEARCH SKILLS

K-5 SCOPE AND SEQUENCE

Standard 1 asks students to read, write, listen, and speak for information and understanding. The consistent application of the research process from Kindergarten through 5th grade will encourage the development of the following skills at each level:

Kindergarten

- Copy words, phrases, and sentences from books, magazines, signs, charts, and dictation
- Write data, facts, and ideas gathered from personal experiences

Grade 1

- Write data, facts, and ideas gathered from different sources
- Produce a clear, well-organized paragraph with a topic sentence, two or more supporting sentences, and a closing sentence

Grade 2

- Use two sources of information in writing a report
- Take notes on index cards to record facts following teacher direction
- State a main idea and support it with facts with assistance
- Use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- Produce clear, well-organized reports that demonstrate an understanding of a topic
 - Several paragraphs to two pages
 - Introductory paragraph with a lead sentence and ending sentence
- Support explanations with evidence from text

Grades 3-4

- Use at least two sources of information
- Take notes on index cards by summarizing data, facts, and ideas
- Write a thesis sentence and support it with facts and details
- Use the thesis sentence to create an outline
- Use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- Produce clear, well-organized reports that demonstrate an understanding of a topic
 - Several paragraphs to two pages
 - Introductory paragraph with a lead sentence and thesis sentence
- Support interpretations and explanations with evidence from text
- Acknowledge sources by creating a Works Cited page

Grade 5

- Use at least three sources of information
- Take notes on index cards summarizing relevant data, facts, and ideas
- State a main idea and support it with facts, details, and examples
- Use the thesis sentence to create an outline
- Adopt an organizational format such as chronological order that is appropriate for informational writing
- Produce clear, well-organized reports that demonstrate an understanding of a topic
 - 2-4 typed pages, double spaced, 12 pt. font, Arial or Times New Roman
 - Introductory paragraph with a lead sentence, details, and a thesis sentence
- Acknowledge sources by creating a Works Cited page

RESEARCH STANDARDS

A research paper is a very specific type of writing assignment that uses facts found in many sources to prove a point or provide a summary.

Teachers of grades K-5 are encouraged to foster a variety of research experiences. In grades 2-5, teachers are required to engage in a research driven project and to follow the district's style manual.

STYLE

The Marlboro Elementary/Intermediate Schools will use the MLA style. A Works Cited page is required on **all** research papers in grades 3-5.

FORM

Research papers may be submitted in any of the following forms depending on grade level or teacher preference:

- Computer generated - double spaced, 12 pt. font, Arial or Times New Roman
- Manuscript papers

STEPS FOR COMPLETING A RESEARCH PAPER GRADES 2-5

There are certain steps that must be completed in writing a research paper. When these steps are followed in the order listed on this page, the research paper will be much easier to write. Guidelines for completing each of these steps will be given on the following pages and will be discussed and practiced in class.

- Step 1** - Selecting a topic for your paper
- Step 2** - Locating sources for your paper
- Step 3** - Determining if there are enough sources to support the topic
- Step 4** - Reading sources for background information that will expand or refine your topic
- Step 5** - Writing a thesis (main idea) sentence
- Step 6** - Obtaining approval of the thesis sentence from your teacher
- Step 7** - Preparing a rough outline
- Step 8** - Writing works cited cards for each source used
- Step 9** - Taking notes on note cards from sources located (one source and one idea from that source per card)
- Step 10** - Organizing note cards
- Step 11** - Writing a final outline
- Step 12** - Writing/typing rough draft of paper from outline
- Step 13** - Revising/editing rough draft
- Step 14** - Preparing a final copy of the research paper
- Step 15** - Preparing a cover page for the research paper
- Step 16** - Preparing the Works Cited page
- Step 17** - Assembling the research paper

Step 1: Selecting a topic for your paper

Choosing the topic or subject for a research paper can be the most difficult step in the research process. Sometimes students are allowed to choose their own topics, but many times, topics are assigned. The individual student's interest in the topic chosen or assigned is of utmost importance in making any research paper worthwhile. Therefore, if the student cannot choose a topic of interest, he or she should try to find an interesting aspect to be developed about the assigned topic.

Step 2: Locating sources for your paper

After the topic for the research paper has been chosen or assigned, the student will go to the school library/media center and the local public library to look for sources. The student will look for information by consulting the following sources:

- Encyclopedias and other reference sources (i.e. magazine article, book)
- Data bases
- Approved Internet web-sites

Step 3: Determining if there are enough sources to support your topic

A thorough investigation of the sources listed in Step 2 will tell the student if enough information can be found relating to the topic. If very little information is available, the student must talk to the teacher about changing or revising the topic.

Step 4: Reading sources for background information

Background reading of sources is necessary to define the research topic. Use the ideas for the development of a thesis sentence and for categories in the rough outline.

Step 5: Writing a thesis sentence

A thesis sentence clearly states the purpose of the research paper. After completing the background reading, write a thesis sentence that describes exactly what you are going to do in your paper. Use this sentence as a guide in writing your outline. The thesis sentence is the main idea of the paper.

Thesis Sentence

A thesis sentence is a statement of fact, which will be explained in the research paper.

Example: Plants have many different uses.

Step 6: Obtaining approval of the thesis sentence from your teacher

Write your thesis sentence on an index card. Check with your teacher to make sure your main idea is relevant to your topic.

Step 7: Preparing a rough outline

An outline is a plan to follow when writing a research paper. Like a map, an outline gives the direction to be followed. Setting up this plan **before** taking notes will prevent unnecessary note taking and rewriting.

- Use a thesis sentence as a guide in preparing the outline of the research paper.

Simple Outlines

- Outlines list the important points to be covered
- Outlines map out the order in which those points will be discussed in the paper
- Roman numerals are used in outlines to point out the major sections of the paper
- Capital letters point out the important sub-sections under each major section
- Numerals are used under capital letters to indicate another detail under the subsections
- Every time a section or subsection is divided, there must be at least two points listed in the subdivision

Example

If there is a ROMAN NUMERAL I, there must be a ROMAN NUMERAL II.

If there is an A, there must be a B.

If there is a 1, there must be a 2.

3rd - 4th Grade

- I.
 - A.
 - B.
 - C.
- II.
 - A.
 - B.

5th Grade

- I.
 - A.
 - 1.
 - 2.
 - B.
- II.
 - A.
 - B.
 - 1.
 - 2.
 - 3.

Step 8: Writing Works Cited cards for each source used

After preparing the rough outline and determining the sources (books, magazines, encyclopedia, Internet, etc.) to be used, make a Works Cited card for each source. The Works Cited cards will be used as a guide when writing the note cards and when preparing the Works Cited page of the research paper.

Fill in the needed information on the sample cards in the Appendix.

Step 9: Taking notes on note cards from sources located

One source and one idea from that source per card

Research is the process of taking notes from source materials (books, magazines, encyclopedias, Internet, etc.). Important information found relating to the research being done should be summarized and written on index cards—one idea per card. When summarizing, you put the information in your own words. The notes do not have to be in complete sentences. The rough outline should be a guide in taking notes.

Note cards must include the following information:

- Topic or outline number
- Title of source
- Page number
- Information

Sample Note Card

<p>IV. World Book Encyclopedia Pg. 352</p> <p>Ginger – to soothe stomach aches</p>

Plagiarism

Be careful of plagiarism. Plagiarizing is copying the words or ideas of someone else and claiming them as your own. To avoid this, make sure that the information written on the note cards is in your own words.

Step 10: Organizing note cards

Use the rough outline to organize the note cards. First, assemble the note cards so that all cards with the same topic are together. Then organize the topic cards following the order of the rough outline. Number the cards in order. This will help you to complete the final outline.

IV. 2	World Book Encyclopedia Pg. 352
Ginger – to soothe stomach aches	

Step 11: Writing a final outline

Compare topics on note cards with original rough outline. Make any additions or changes. Write or type a final copy of the outline.

Sample Outline**Uses of Plants**

- I. Introduction
 - A. Plants are everywhere
 - B. Plants are used in many ways
- II. The 1st use—food
 - A. Indirect benefits to people
 - 1. Cows eat grass
 - 2. People drink cow's milk
 - 3. People benefit indirectly
 - B. Direct benefits to people
 - 1. Fruit from trees
 - 2. Seeds: wheat, corn, rice (made into bread & rice pudding)
 - 3. Roots: carrots
 - 4. Leaves: lettuce for salad
- III. The 2nd use—raw materials
 - A. Building
 - 1. Lumber
 - 2. Furniture & houses
 - B. Heat
 - 1. Crushed plants becomes coal
 - 2. Used to heat houses
 - C. Clothing
 - 1. Cotton for cloth
 - 2. Cloth to clothing
 - 3. Other uses of cotton / blankets & carpets
- IV. The 3rd use—medicine
 - A. Native Americans and people of rainforest use plants
 - B. Ginger—to soothe stomach aches
- V. Conclusion:
 - A. Plants = amazing / used in many ways
 - B. Need plants to survive

Step 12: Writing or typing rough draft from outline

Write or type a rough draft of the research paper. Remember to include the thesis sentence and a conclusion.

Step 13: Revising/editing the rough draft

- Read first for content. Does the paper reflect the thesis sentence?
- Does the paper follow the outline? Read the paper to see if it is logically organized.
- Read to check for conventions.
- Let someone else read the paper as an added check.

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know it in fact, everyone knows it. ;
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence .
	delete	The elephant's trunk is is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only three#friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. ¶ "I thought so," she replied.
/	lowercase	Today is the first day of Spring.
	capitalize a letter	it was a sunny day.
	change spelling	Thay are going to the movies tonight.

Step 14: Preparing a final copy of the research paper

The research paper should be neatly written or typed.

Sample Paper

The Uses of Plants

Plants can be found almost everywhere. People use plants in many different ways.

In the first place, plants can be used as food for people and for animals. Animals, like cows, eat grass. Then people drink the cow's milk. In this way, people benefit from plants in an indirect way. People also eat plants directly. Almost everyone has eaten an apple. Apples come from apple trees, which are a type of plant. Sometimes people take the seeds from plants, like wheat, corn, and rice. Then they do things with the seeds to make them good for eating. The seeds become things like bread and rice pudding. Believe it or not, people eat the roots of some plants. Many people like carrots, don't they? Carrots are roots. The leaves of some plants are eaten, too. Think about how salad is made. Lettuce leaves are used. These are just some of the ways that plants can be used for eating.

Plants are also used as raw materials. Certain types of trees are made into lumber. Lumber is used to build things like furniture and houses. When the wood from a tree is left on the ground in the forest to rot, it is crushed. Over millions of years, the crushed dead plants turn into coal. Everyone knows that coal is used to heat houses and other things. Plants are also used to make clothes. People figured out how to use cotton plants to make cloth. This cloth is then made into clothes that people wear.

Cotton is used to make things like blankets and carpets. The raw materials that come from plants are used in many ways.

Believe it or not, plants are also used to make medicine. Native Americans and many tribes of the rainforest use plants they find to help treat different problems. There are also people who use ginger to make their stomachs feel better when they are sick. Since ginger ale contains the ginger plant, it often helps if you have a stomachache. As you can see, many medicines come from plants.

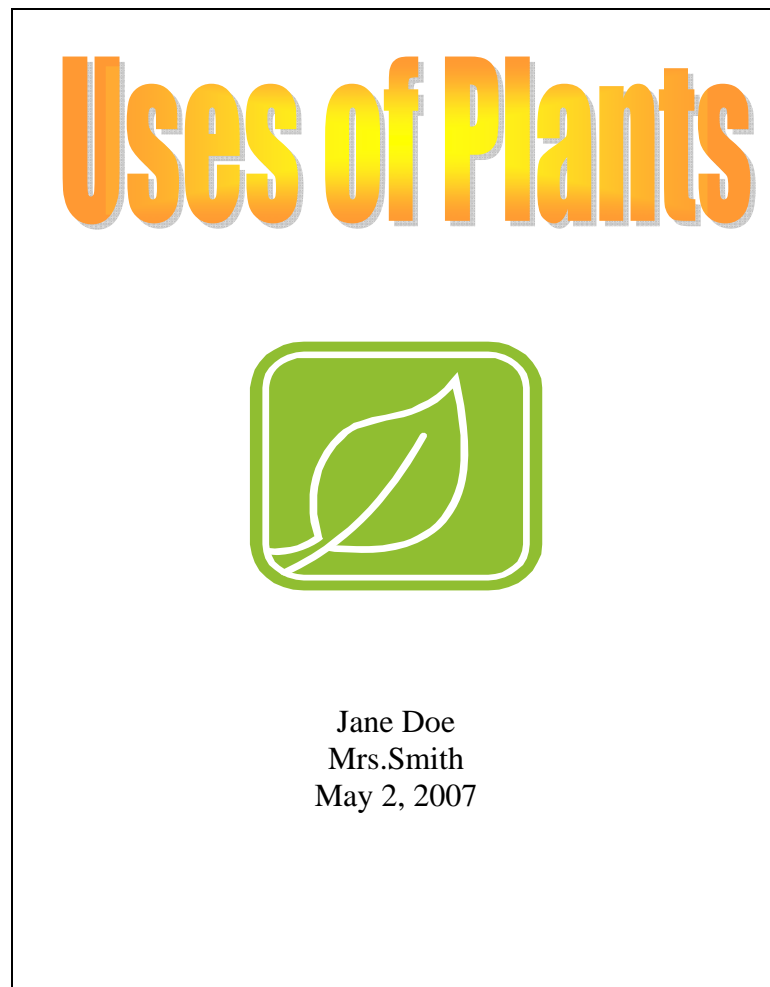
It is amazing how many ways plants can be used. What would we do without them?

Step 15: Preparing a cover page of the research paper

The cover page should include the following information:

- Title of the paper
- The writer's name
- Teacher's name
- Due date of paper

Sample Cover




Step 16: Preparing the Works Cited Page (MLA)

In order to give the reader complete information as to your sources, you must attach to your paper a Works Cited page, an alphabetized list of the sources you used. This can be done using the website <www.WorksCited4U.com>. Follow the steps below:

- Click on *Create Your Works Cited*.
- Page down until you see a box that looks like this:

The image shows a web form with a label 'My Source Is:' on the left. To the right of the label is a rectangular input field containing the text 'Select...'. On the far right side of the input field is a small downward-pointing arrow, indicating a dropdown menu.

- Click on the down arrow to find your source type.
- Fill in the boxes using your Works Cited cards.
- Use capital letters for the first letter of each proper name, but **do not** type in ALL CAPS. Check your spelling.
- Click *Add New Source*.
- Continue entering all sources.
- Click on *Bibliography* and your page will appear.
- Edit your work
- Click on *View Printable*  [View Printable](#)
- Print or Click *Save as File (Send to Word)*.

Sample Works Cited Page

Works Cited

Mandell, Donald. "Plants." World Book Encyclopedia. 5th ed. Chicago: World Book, Inc. 1993.

Miner, O. Irene Sevrey. Plants We Know. Chicago: Children's Press, 1981.

Plants as Food. Online. 01 Mar 2007.

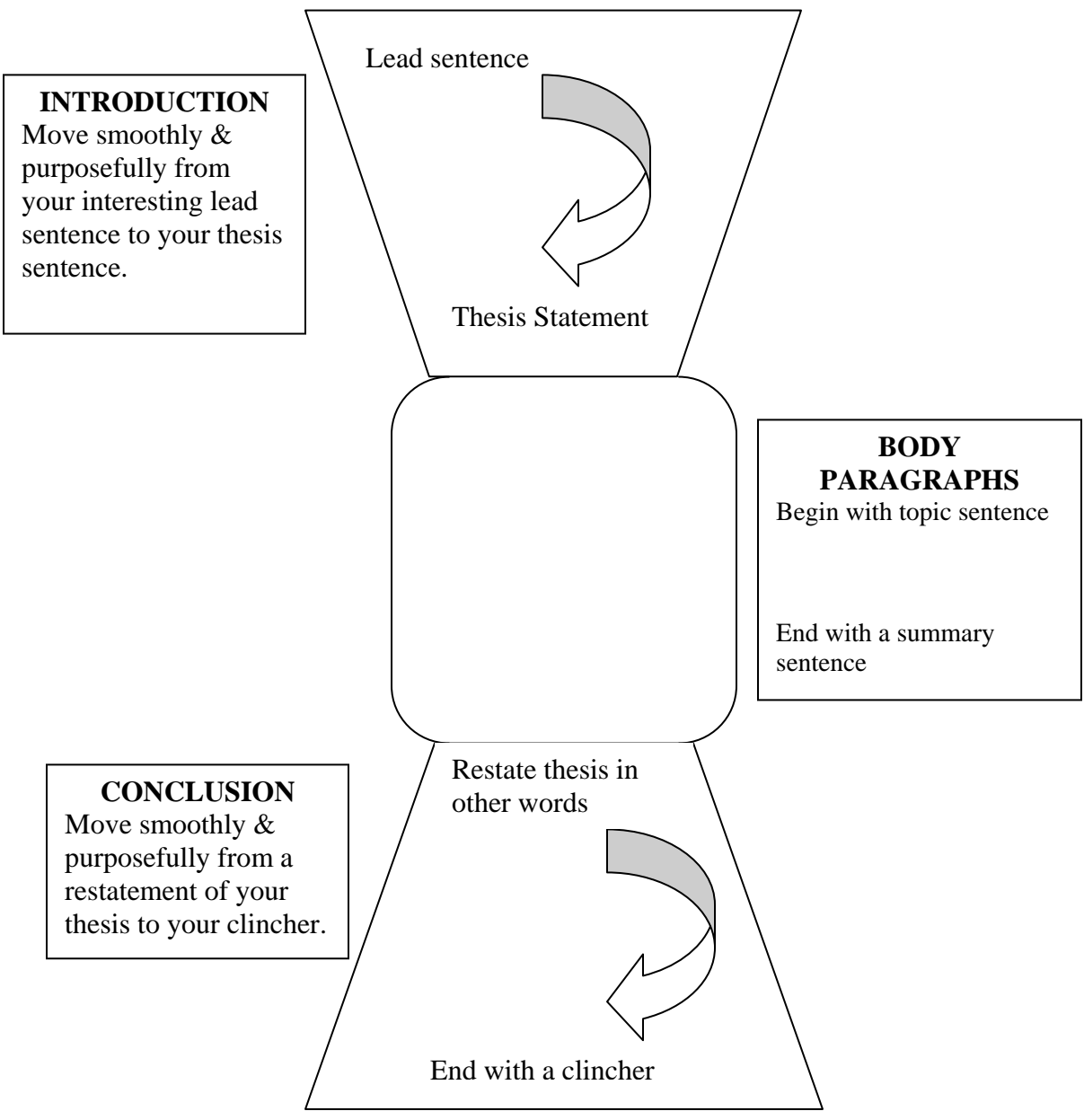
<www.wits.ac.za/apes/plants/foodb.htm>.

Appendix

Several important documents follow:

- **Keyhole Essay Graphic**—a visual that shows the parts of an essay
- **Sample Works Cited Cards**—these sample cards replicate the format you will follow when you use www.workscited4U.com to complete your Works Cited page
- **MLA Style Guide & worksheet**—in case you decide to complete your Works Cited page on your own, these guidelines will help you.
- **Research Paper Rubric**—this is the rubric your teacher will use to assess your paper. It will show you what you are expected to do.
- **MCSD Academic Integrity Policy**—this is our district’s policy on academic integrity. It is your responsibility to know what is expected of you.

ESSAY WRITING USING THE KEYHOLE



A Magazine Article (paper format)**Media Types****Article Info**Magazine Name Article Title

Date Published

Month Day Year Page Number From To **Author Name(s)**First Name Middle Initial Last Name **A Book With One Author****Media Types**

In Print



Online

Book InfoBook Title Publisher Publication City Year Published **Author Info**First Name Middle Initial Last Name **A Book With Two Authors****Media Types**

In Print



Online

Book InfoBook Title Publisher Publication City Year Published **Author Info**First Name Middle Initial Last Name First Name Middle Initial Last Name

An Internet Source (web site)**Web Document Info**Website Name Published Date Month Day Year Page Title Accessed Date Month day Year URL **Author Info**First Name Middle Initial Last Name **An Encyclopedia Article****Media Types****Encyclopedia Info**Encyclopedia Title Entry Edition Publication City Publication Year Publisher **Author Info**First Name Middle Initial Last Name

MLA Style Guide*

BOOK by ONE author

Fleming, Thomas. Liberty!: The American Revolution. New York: Viking, 1997.

(Author's Last Name, Author's First Name. Title. Place of Publication: Publisher, Copyright Date.)

BOOK by TWO authors

Sennett, Richard, and Jonathan Cobb. The Hidden Injuries of Class. New York: Vintage Books, 1972.

(1st Author's Last Name, 1st Author's First Name, and 2nd Author's Full Name. Title. Place of Publication: Publisher, Copyright Date.)

ENCYCLOPEDIA

Lumiansky, R.M. "Chaucer." The New Encyclopaedia Britannica: Macropaedia. 15th ed. 1998.

(Author's Last Name, Author's First Name. "Topic." Encyclopedia Name. Edition. Copyright Date.)

**(if there is no author listed, start with the topic name)*

MAGAZINE ARTICLE

Gawande, Atul. "The Man Who Couldn't Stop Eating." The New Yorker 9 Jul. 2001:66-75.

(Author's Last Name, Author's First Name. "Title of Article." Magazine's Name Day Month Year: Pages.)

WEBSITE

Abraham Lincoln Birthplace National Historic Site. 3 Oct. 2001.

National Park Service. 19 Oct. 2001

<<http://www.nps.gov/abli/>>.

(Name of Website. Date Site was Last Update. Person or Organization who Produces the Website. Date Accessed <web page address>).

*Compiled from the following website:

Duke University Library Website: 31 Oct 2002. Citing Sources. 28 Jan 2003

<<http://www.lib.duke.edu/libguide/citing.htm>>.

WRITING RUBRIC

TRAIT	4 STRONG	3 EFFECTIVE	2 DEVELOPING	1 EXPERIMENTING
Ideas The meaning and development of the message	Manageable topic, goes beyond the obvious, accurate details, shows insight	Topic defined, but broad, reader left with questions, details attempted	Beginning to define topic, vague details	Searching for a topic, no meaningful details, disconnected thoughts
Organization The structure of the piece	Inviting introduction, satisfying conclusion, smooth organization	Routine lead and conclusion, mostly logical sequencing, basic beginning, middle, and end	Ineffective lead and conclusion, sequencing confusing, structure detracts from content	No lead or conclusion, sequencing not present, hard to follow
Voice The way the writer brings the topic to life	Reflects interest in the topic, purpose is powerful and engaging	Pleasing but "safe," purpose is credible but not powerful	Generally "risk free," purpose lacks conviction	Lifeless and mechanical, purpose not present
Word Choice The specific vocabulary the writer uses	Wording is accurate, words/language create meaningful pictures	Moments of sparkle here and there, words enhance the meaning	Generally correct words but no spice, words convey general meaning	Vocabulary is limited, words do not convey meaning
Sentence Fluency the way the words and phrases flow	Easy flow and rhythm, strong and varied sentence structure	Sentences usually hand together, can be read aloud easily	Sentence structure impairs understanding	Choppy, rambling, or incomplete, oral reading difficult
Conventions The correctness of spelling, punctuation, capitalization, grammar, and paragraphing	Spelling correct on difficult words, accurate punctuation, capitalization, grammar and paragraphing	Spelling punctuation, and capitalization usually correct, grammar and paragraphing correct	Common words spelled correctly, end punctuation and easy capitalization correct, grammar errors not serious, irregular paragraphing	Errors in spelling, capitalization, punctuation and grammar impede readability, lack of paragraphing
Presentation The overall appearance	Overall appearance is pleasing	Overall appearance is acceptable	Overall appearance is distracting	Overall appearance is unacceptable

(Mrs. Coccio, November 2004)

Marlboro Central School District Academic Integrity Policy

Academic integrity and honesty are valued in the Marlboro Central School District. Accordingly, this policy shall apply to all courses offered at Marlboro Central School District (K—12), including Bridge and Advanced Placement courses.

GUIDELINES: Acknowledging that cheating and/or plagiarism in any form is not tolerated, students will not do the following:

- Copy or attempt to copy another person's work
- Submit another's work as their own
- Give their work to another
- Use cheat sheets/notes
- Plagiarize (to steal and/or pass off the ideas or words of another as one's own, without crediting the source)

CONSEQUENCES:

- Students who have plagiarized or cheated will face the following consequences:
 1. The teacher will confiscate all material evidence.
 2. The teacher will discuss the matter with the student.
 3. The work in question will receive a "0" with no opportunity for a re-take
 4. The Principal will be informed.

Parental notification will be made in all instances of cheating/plagiarism. This includes (but is not limited to) class work, homework, quizzes, and major works such as tests, essays, and major projects.

APPEAL PROCESS: A student and/or parent may appeal the classroom teacher's determination. The appeal will be made through the Principal's office within three school days of the assignment's confiscation.