

Table of Contents

Introduction	4
Unit 1: Elements of Writing	5
W.5.4–6 Lesson 1 The Writing Process.....	6
W.5.4–6 Lesson 2 Writing a Paragraph.....	21
W.5.2, 4–6, 8, 9 Lesson 3 Main Idea and Details.....	31
W.5.2, 4–6, 8, 9 Lesson 4 Cause and Effect.....	46
W.5.1, 2, 4, 5, 8, 9 Lesson 5 Comparison and Contrast	59
Unit 2: Types of Writing	75
W.5.1, 4, 5 Lesson 6 Reasoned Writing.....	76
W.5.2, 4–6, 8, 9 Lesson 7 Descriptive Writing.....	91
W.5.3–6 Lesson 8 Narrative Writing.....	105
W.5.2, 4–6, 8, 9 Lesson 9 Informational Writing.....	120
Unit 3: Research	133
W.5.2. 4–9 Lesson 10 Researching Sources and Content.....	134
W.5.2, 4, 6–9 Lesson 11 Outlining the Research Paper.....	143
W.5.2, 4, 6–9 Lesson 12 Writing the Research Paper.....	149
Unit 4: Language Conventions	155
W.5.5, L.5.3 Lesson 13 Language Conventions.....	156
W.5.5, L.5.2 Lesson 14 Grammar	164
Practice Test	177
Handbook	185

Researching Sources and Content

LESSON

10

W.5.2, 4–9

Research means using different sources to find out about a subject. If you were researching where the Bengal tiger lives, you would use different sources than you would if you were researching a person's life. These sources can be as different as a letter, a group's website, an encyclopedia, or an interview with an expert. Knowing what sources to use and how to find these sources is a valuable skill.

Writing about your research is a process done in steps. Many of these steps are already familiar to you.

Step 1: Determine the topic.

Step 2: Research the topic by identifying sources of information and taking notes.

Step 3: Determine the thesis statement.

Step 4: Outline the paper to create the structure of the paper.

Step 5: Write the paper.

Step 6: Credit the sources.

Step 1: Determine the Topic

The first step is deciding on your research topic. Your teacher will give you a general category or subject. Then you will choose a topic. Or, your teacher might assign you a topic. Marco's teacher has given the class an assignment to find out more about a career that interests them. Marco has decided to research and write about the job of engineer.



Step 2: Research the Topic

Once you know what you will be writing about, then you need to find information about the subject. Sometimes you will be told what sources to use or where to find them. Your teacher might tell you to use both print

Guided Practice

Read the passage. Then answer the questions.

Marco took notes on what he read about his topic. He put much of the information in his own words. However, he put the information that he was quoting directly into quotation marks. Marco also noted where he found his information. This will help him later when he credits his sources. Marco's sources included an interview with his dad, the website of an engineering society, and a book about engineering.

"I love my job because I use different skills each day. I need to know math, computer programs, and how to work as a team."

Why did Marco put information that he quoted from his source in quotation marks?

✓ Notes should be accurate. Paraphrasing or summarizing the information in your own words is fine. However, it is important to give people credit for their work or what they have said. Here is a sample answer:

The quotation marks indicate that this information is someone else's work and it is in his or her words. Later, this will help Marco when he needs to use quotations in his paper. It will also help him avoid taking credit for someone else's work.

What information should Marco include on his note card when he credits his interview with his father?



When a printed source such as a book is being credited, you would give information about the author, the title of the book, the publisher, and the publication date. All sources should include similar information. Here is a sample answer:

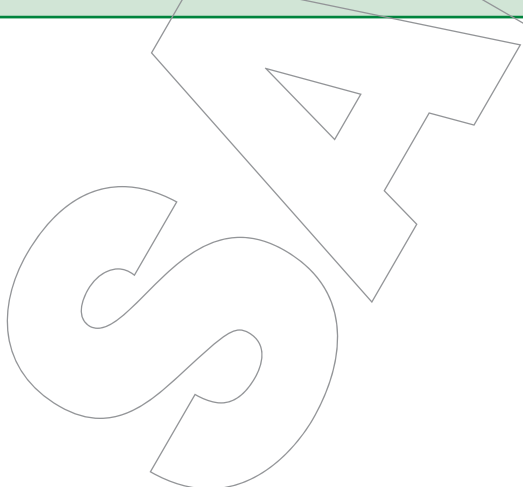
Marco should note that it was a personal interview. He should tell who he interviewed and the date he interviewed the person.

Which of these is the *best* way for Marco to cite his interview with his father?

- A** Dad, personal interview
- B** Dad, yesterday, personal interview
- C** March 14, 2011, interview
- D** Raymond Ramos, personal interview, March 14, 2011



Your note card should have as much information as possible. This makes it easy to go back to the source. Choice D is the correct answer. Choices A, B, and C do not give all the important information.




Test Yourself

Read the passage. Then answer the questions.

Mya is writing a research paper about the Mason-Dixon line. This line divides the northern states from the southern states. This boundary was important during the Civil War. Mya learned that the line was created well before the Civil War. The line was named for the men who created it. Charles Mason and Jeremiah Dixon mapped out the line in 1763. It solved the argument Maryland and Pennsylvania were having over the border between the two colonies. Mya learned that the Mason-Dixon line will celebrate an anniversary in 2013. She also learned that an organization is working to preserve the mile markers along the line.

- 1 Which of the following is a secondary source that Mya might use for her research?
 - A diary
 - B letter
 - C document
 - D magazine
- 2 Where should Mya look to find out more about the mile markers?
 - A a book about the Civil War
 - B the website of the Maryland archives
 - C the letter announcing the anniversary celebration
 - D the website of the organization preserving the mile markers
- 3 Mya wants to find out when the anniversary celebration will take place. Which of the following would be a good resource to use?
 - A www.m-dlinecelebration.org
 - B www.dixonuniversity.edu
 - C www.maryland.com
 - D www.mason.com

- 4 Mya read an article about the Mason-Dixon line, then took notes on what she read. Read the article on page 142 and then use these cards to take notes on what you have read.



Mason-Dixon Line

by John Sampson

In colonial days, the future American states did not always have exact borders. Sometimes natural features like rivers or mountains divided colonies. In other cases, the boundaries were not clear. As a result, kings sometimes gave the same land to two different colonies. This caused problems. That's what happened between the Penn family of Pennsylvania and the Calvert family of Maryland.

In the early 1700s, the dividing line between Maryland and Pennsylvania was not clear. No one knew exactly where one colony ended and the other began. Both colonies argued over the border. To fix this problem, they went to court in 1750. A judge ruled that the border between the two colonies ran along the line of 37 degrees, 43 minutes north latitude. But exactly where did this line lie?

Surveyors tried to map the line. However, the border between the two colonies was hard to survey. The Appalachian Mountains in the western part of the colonies made it harder to determine the boundary. In 1763, two English experts were called in. Charles Mason was an astronomer. Jeremiah Dixon was a surveyor.

Their job was not easy because they had to travel through the wilderness. There were no roads. The men mapped out the line using the stars to measure their location. This meant they had to bring along a six-foot-long telescope. They also brought large stones with them to mark the line they mapped out.

They placed these stones every mile to mark the boundary. The stones had a letter *P* for Pennsylvania on the north face and a letter *M* for Maryland on the south face. Every five miles they placed larger crownstones. These stones had the Penn coat of arms on one side and the Calvert coat of arms on the other. The project took the two men five years to complete. Together, they mapped out a line 244 miles long. This border ran 15 miles south of Philadelphia to the west. The Mason-Dixon line marks the border between Maryland and Pennsylvania to this day. If you travel along this border, you can still see the stones that Mason and Dixon placed to mark this boundary.

