



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

**Grade 10**

## Lesson 5: Scaffolding the Draft

**Focus Standard(s):** W.10.2, W.10.7

**Additional Standard(s):** W.10.4, W.10.5, W.10.6, SL.10.1

**Estimated Time:** 14-15 days

**Text(s):** Student-collected primary and secondary sources

**Resources and Materials:**

- Handout 1.2: Learning Targets for the Unit
- Handout 1.3: Performance Task Checklist/Grade Sheet
- Handout 1.4: Research Paper Samples
- Handout 4.2: Sample Source Information/Data Collection Sheet
- Handout 5.1: Organize the Sections
- [Levels of Evidence](#)
- [logical fallacies poster](#)

**Lesson Target(s):**

Students will show understanding of the following concepts:

- Analyze other informational texts can help to learn techniques and strategies that will strengthen your own writing.
- See within the lesson at the beginning of each activity for more specific lesson targets.

Students will complete the following actions:

- Make connections between and among various sources of information.
- Interpret recorded data/information to create new understandings and knowledge to advance the central idea(s) in an ethical manner.
- Incorporate and synthesize a variety of information and data from multiple sources (both primary and secondary sources) into writing.

- Share findings/conclusions in an appropriate format and evaluate the product and the data-collection process in an ethical manner.
- Complete some of the task and grade sheet expectations (Part A or Part B) by completing bullet points in the third column of the Informational Writing section in **Handout 1.2: Learning Targets for the Unit**.

**Guiding Question(s):**

- How do I integrate my data with my thoughts and organize my information effectively so that I supply accurate information, avoid plagiarism, and reinforce my central idea(s)?

**Vocabulary****Academic Vocabulary:**

- In-Text Citations
- Reference List Citations
- See this section in previous lessons for review of other words.

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

**In-ConTEXT Vocabulary:**

- Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right.

**Strategies for Teaching How to Determine Meaning from Context Clues:**

- Use the CPR context clue strategy.

**Direct Instruction Text Vocabulary:**

- Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right.

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

### Instructional Plan

#### Understanding Lesson Purpose and Student Outcomes

Have students view the informational and research sections of **Handout 1.2: Learning Targets for the Unit**. Explain to them that they will learn all about drafting an informational research paper. Explain to them that analyzing other informational texts can help to learn techniques and strategies that will strengthen their own writing, which is why they will assess the sample research papers to learn techniques and strategies they can apply to their own research paper.

Direct them to check off as they accomplish each target and to highlight the ones they do not think that they mastered.

Remind students about utilizing and taking advantage of technology to link to other information and to display information flexibly and dynamically. For example, show students how to use Google Docs or another program that allows them to access and enter information into the same document at the same time.

#### Anticipatory Set/Introduction to the Lesson

Display this cartoon:



- ✓ Have students explain the central idea of the cartoon in their own words, as well as the purpose for the cartoon to a partner, and have whole group discussion.

Tell students that the conclusion the boss made is a logical fallacy. Specifically, it is a false cause. Display the [logical fallacies poster](#), or provide each student with a copy. Zoom into false cause and read the explanation. Explain that they may be tempted to make conclusions like “this data shows that not having reminders is a cause of students not completing their reading assignments,” but this would be inaccurate.

T: Instead, the conclusion you should make is that there is a correlation, a connection, between the two. There are other logical fallacies.

Direct students to specific common fallacies they may make or ones you have seen specifically in their writing. Some possible ones to discuss how to avoid are the following: slippery slope, black-or-white, appeal to authority, anecdotal, and appeal to emotion.

T: Effective researchers supply valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). (Direct students to **Handout 1.3: Performance Task Checklist/Grade Sheet** and show students that it is a requirement for the research grade.) When you are organizing your data and making your conclusions, be sure to avoid these common logical fallacies.

### **Activity 1: Paraphrasing**

Use the research samples in **Handout 1.4: Research Paper Samples** and use the examples from **Handout 4.2: Sample Source Information/Data Collection Sheet** to model for students how to paraphrase direct quotes. Have students practice paraphrasing some of their quotes with immediate feedback from you. Students do not have to paraphrase all of their notes, but they need to paraphrase enough so that you get a sense that they understand paraphrasing.

Tell students that they will continue to paraphrase.

### **Activity 2: Synthesizing Data (with Citations)**

Have discussions about these concepts about effective research writing:

- Successful researchers utilize formatting (e.g., headings) to aid in comprehension.

- Successful researchers must make connections between and among various sources of information.
- Successful writers “weave” a variety of research materials (interview responses, information from charts, primary data, etc.) into a text to provide a thorough discussion of the topic.
- Successful researchers group and synthesize the main points of the research into categories (versus simply a summary of the articles individually, one by one).
- Successful research writers group and synthesize information into sections that flow naturally, build upon one another, and are discipline-specific.
- That information can be presented in various forms besides just written text, such as charts, graphics, audio, and art.

### **Activity 2a: Heading the Sections**

Provide each research group with cutouts from **Handout 5.1: Organize the Sections**. Explain that though they haven’t synthesized all their data yet, they will use their tags to begin creating headings that represent the central ideas to outline their paper and have a global view of their direction. Direct students to work with their group to arrange the cutouts into the appropriate order and come up with headings to represent the central idea(s) (based on their tags). Before students begin, provide a model example by showing them how to create a central idea from the tags in **Handout 4.2: Sample Source Information/Data Collection Sheet**, and provide examples of how the research sample could be outlined using the same cards from **Handout 5.1: Organize the Sections**.

Provide feedback and support as students complete the task.

### **Activity 2b: “Weaving” Sources Together**

Show students several examples of how data was synthesized in the research samples in **Handout 1.4: Research Paper Samples**. Discuss how the data, both from primary and secondary sources was collected separately and how to find connections between information to form central ideas of their paper.

Explain that they have their outline for the source, now they must weave together the sources that fit under each central idea to provide the evidence to support the central ideas and overall claim. Display the following section (the first page) of the research sample:

Ryan (2006) argues that poor reading comprehension is the cause of students not completing reading assignments. After repeated disappointments when attempting to comprehend, students simply give up. Cultural anthropologist Rebekah Nathan (2005) links low levels of reading comprehension to a student's desire for more personal time (p. 111). A National Endowment for the Arts report (2007) reinforces Nathan's hypothesis: students spend significantly more time on media and media devices than on reading (p. 8). Provide feedback and support as students complete the task.

Instruct students to Think-Pair-Share the reason why the author decided to put those two authors in the same paragraph. Ask them if they understand the connection. After providing a few minutes for discussion, be sure to guide students to understanding that the two authors were included in the same paragraph because they were both making claims about the poor reading comprehension as a cause for students not completing reading assignments. Explain how the sources right below that section make similar claims, but they are alternate and not exactly the same, though related.

Display the following section of the research sample and direct students to look in their handouts:

### **Give Quizzes**

Burchfield and Sappington (2000) urged professors to place greater emphasis on reading compliance by giving random quizzes. Connor-Greene (2000) found that students rarely read assignments by the due date but that daily essay quizzes caused a huge jump in reading compliance. Clump et al. (2004) found that reading compliance almost tripled when students knew they were about to be tested on a reading. When Ruscio (2001) gave frequent random quizzes, reading compliance soared to 79% compliance.

Students who failed to read assignments seemed convinced that quizzes were the best way to increase the likelihood that they would read: "Have a quiz on it," "Could have tested us on the chapters or quizzed us to make us a little more willing to read," "Make quiz for each reading," "If there was a test, I would consider reading the assignment," "If I need to read the text for a test, I would," "Make this quiz worth a lot of points," "Say that there is a quiz Monday, so we better read the text," and "A quiz would guarantee my reading the assignment."

Instruct students to Think-Pair-Share the reason why the author decided to put those two authors in the same paragraph. Ask them if they understand the connection. After providing a few minutes for discussion, be sure to guide students to understanding that the

two authors were included in the same paragraph because all of these sources, including the primary source data, support the claim that quizzes were the best way to increase the likelihood that students would complete reading assignments.

Have students work independently to locate another section (either student-chosen or teacher-chosen) to find the connecting factor.

Have students discuss how the author weaved the sources together but still maintained proper and separate citations in order to provide credit to each individual source. Tell students that if they do not know all the rules to their style guide, the significant thing when weaving together sources, is that they have some sort of system or method for identifying which source is which. Explain that it is easier to keep up with it now rather than go back and to separate the information later.

Have students begin to weave together their information on slips of paper like the ones provided in **Handout 5.1: Organize the Sections** to supply the evidence to support the central ideas.

### **Activity 2b: Synthesizing Data in Various Forms**

Have students view **Handout 1.4: Research Paper Samples** and identify where the researcher uses forms other than written text to make the information easier to comprehend. Have students discuss why they think the author chose to display the information like this instead of in paragraph style. Discuss in what section this type of information is best displayed.

Specifically reference this paragraph in the Methodology section:

Surveys were unannounced and administered at the beginning of class. Students were given a piece of paper with the “YES” survey on one side and the “NO” survey on the opposite side. Students reporting that they had complied with the reading assignment were asked to complete the “YES” survey (Table 1) and students reporting that they had not complied with the reading assignment were asked to complete the “NO” survey (Table 2). **Note:** Table 2 was not included in this sample.

Scaffold students by explaining how the researcher took the data from the surveys and displayed it in Table 1.

T: Let’s look at the survey and discuss what type of information they received. Students who said that they completed reading assignment were the ones who complete the “YES” survey. The students who did not, they completed the “NO”

survey, which isn't listed in this sample. Let's pretend that we all completed the reading assignment so that we can take the "YES" survey. Follow the directions and mark answers. The answers will be pretend because we didn't really participate in the class, but this activity will give us an idea of how they calculated the math.

Guide students through completing the survey. To save on time, they can complete one per group. When each student or group finishes, use their answers for Question 1 to model how to calculate the percentages in Question 1 on a table.

T: We will focus first on Question 1. This was our first (any only) round, so we will not have 3 rounds like they do on their chart. Plus, we have only one large group that we will use. They used a large group and a small group. Let's calculate our results.

Have students call out what they chose so you can calculate. Emphasize that the data they collect should be confidential, and the only reason they are calling it out loud is because the data is fake data for understanding the process. Here is a sample of how the conversation could unfold:

T: Each group should tell me their answer to Question 1.

Group 1: We chose 5.

Group 2: We chose 8

Group 3: We chose 2.

Group 4: We chose 3.

T: Okay, so when we are trying to get an average score on question, we add up the numbers and divide by the number of surveys, which is how they reached their average scores. So our total is 18, and we had 4 groups total. Therefore, our average score for Question 1 is 4.5. This means that of the people who completed the survey, the average score for their interest in the topic was 4.5. This means we can say, "The data suggests that of the people who completed the assignment, they had little interest in the topic." For our research, we could then say that the data suggests that interest may not be a factor that entices students to complete a writing task. But our research was fake. In their research, their data suggests that that interest may somewhat be a factor in students' reasoning for completing a reading task, since their scores were 5.53.

Consider having students complete a guided activity with the fake data from the group results for Question 2 and discussing it in the same way Question 1 was discussed.

Explain to students that they may or may not need to collect averages from their surveys. Instead they may need to display their data in different ways. Provide students with examples of other forms (e.g., charts, graphs, images, etc.) to display their information. Have students discuss which parts of their information would be better displayed/more easily understood in other forms. Provide time and support for students to do this.

**Note:** Consider partnering with a math teacher to help guide students through the use of their data.

### **Activity 3: Focus on the Introduction and Background Section(s)**

Discuss the following ideas:

- An effective introductory section presents the topic and central idea and anticipates the audience’s knowledge level to provide adequate background.
- Sometimes, background information is combined with the introduction, sometimes in a separate section, and sometimes in both the introduction and a separate section.

Discuss the sample research in both **Handouts 1.4: Research Paper Samples**, specifically their approaches to the introduction (focus on conclusion later) and background information.

Have students label the background information and the topic and central idea(s). Discuss the correct answers.

Have students write an introduction and exchange papers with another group to evaluate and provide feedback (not corrections) to the introduction and background section(s). Tell them to remember the discussion and activities about weaving together and synthesizing sources.

### **Activity 4: Focus on the Conclusion Section**

Discuss the following idea:

- Effective conclusions contain a statement or section which includes future implications/consequences for actions or non-actions regarding the use of the research and/or expresses a final thought or opinion.

Discuss the sample research in **Handout 1.4: Research Paper Samples**, specifically their approaches to the conclusion. Explain that sometimes, limitations of the use of the information area needed so that user is aware of how the information should be used.

Explain the limitations of this information and how collecting data from one group or one source limits who the information can be applied to. Explain that there are different levels of strengths for evidence based on the types of studies.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Remind students of the cartoon at the beginning of the lesson.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Have students discuss the types of studies and their strengths of evidence. See the first paragraph and image at [Levels of Evidence](#)

- ✓ Have students label the future implications/consequences for actions or non-actions regarding the use of the research and/or expressing a final thought or opinion. Discuss the correct answers.
- ✓ Have students write the conclusion section and exchange papers with another group to evaluate and provide feedback (not corrections) to the introduction and background section(s).

**Activity 5: Focus on the Evidence and Reasoning to Support the Central Idea(s)**

Discuss with students the following ideas:

- Effective informational writing supplies sufficient evidence (e.g., facts, details, examples, and quotations) that is both reliable and relevant evidence from multiple sources.
- Reasoning helps to reveal the connections between and among the evidence supplied.

**Activity 5a: Focus on the Evidence to Support the Central Idea(s)**

Explain that they should have already ensured that the information is reliable when collecting the information. Now they need to focus on providing sufficient and relevant evidence to reinforce the central ideas. Tell them to remember the discussion and activities about weaving together and synthesizing sources.

Discuss the sample research in **Handouts 1.4: Research Paper Samples**, specifically their approaches to the using facts, details, examples, and quotations to support main ideas. Display and focus on the following section of the research sample and direct students to look in their handouts:

### **Give Quizzes**

Burchfield and Sappington (2000) urged professors to place greater emphasis on reading compliance by giving random quizzes. Connor-Greene (2000) found that students rarely read assignments by the due date but that daily essay quizzes caused a huge jump in reading compliance. Clump et al. (2004) found that reading compliance almost tripled when students knew they were about to be tested on a reading. When Ruscio (2001) gave frequent random quizzes, reading compliance soared to 79% compliance.

Students who failed to read assignments seemed convinced that quizzes were the best way to increase the likelihood that they would read: “Have a quiz on it,” “Could have tested us on the chapters or quizzed us to make us a little more willing to read,” “Make quiz for each reading,” “If there was a test, I would consider reading the assignment,” “If I need to read the text for a test, I would,” “Make this quiz worth a lot of points,” “Say that there is a quiz Monday, so we better read the text,” and “A quiz would guarantee my reading the assignment.”

Define ‘relevance’ and have students discuss the relevance of the information. You may need to model an example beforehand. Have students discuss how sufficient the evidence was, specifically focusing on how the author drew from multiple sources.

- ✓ Have students analyze how to format the sentences that reveal evidence and create sentence stems to follow based on the patterns they notice. You and the students jointly create a classroom poster of sentence stems for evidence. You may choose to divide in in half, with one half for evidence sentence stems and the other half for reasoning evidence stems, because those will be provided later.
- ✓ Have students finish adding evidence to reinforce their central ideas. Then, have students analyze their evidence they included and determine if it is both sufficient and relevant. Students may choose to switch groups and evaluate. Provide feedback as students write.

**Activity 5b: Focus on the Reasoning to Support the Central Idea(s)**

Tell students that there is a criticism of this research, and that is that it does not provide reasoning to show the connections between the evidence. Model for them how to connect the ideas in this section on quizzes with this sentence: Based on/According to the data collected, the information suggests that professors should offer quizzes to increase significance.

Explain how to vary these sentences and add sentence stems to the reasoning stems half of the classroom poster for research writing sentence stems.

- ✓ Have students choose another section to create their own reasoning sentences to connect the data provided using the reasoning sentence stems. Provide feedback to help clarify and support student understanding.
- ✓ Have students add reasoning to show connections between and among their evidence. Students may choose to switch groups and evaluate. Provide feedback as students write to help clarify and support student understanding.

**Activity 6: Focus on the Reasoning to Support the Central Idea(s)**

Explain the following ideas:

- Effective informational writers include appropriate and varied transitions to link ideas and sentences within a text.
- Effective informational writers use appropriate and varied transitions to link major sections of a text to promote cohesion.
- ✓ Direct students to specific parts of the text that link ideas and sentences that link major sections. Have students compile a list of common strategies to do this.
- ✓ Have students evaluate their own and/or other groups' research papers to determine how well they linked ideas, sentences, and major sections. Have students apply that feedback.

**Activity 7: Evaluating with the Grade Sheet**

- ✓ Have students use the grade sheet in **Handout 1.2: Learning Targets for the Unit** to evaluate their progress. Allow them time to ask you and other groups questions for feedback.

**Reflection and Closing**

- ✓ Have students reflect on how well they accomplished their learning targets.

**Homework**

Each day, have students explain with specific examples what they learned about writing a research paper with their parents. They should use their own research paper and **Handout 1.2: Learning Target for the Unit** and/or **Handout 1.3: Performance Task Checklist/Grade Sheet** as a guide for conversation. Have that person rate their understanding on a scale of 1-5 and return with a signature.

**Handout 5.1: Organize the Sections**

Introduction to the Problem	Central Idea 1
Background Information Research	Central Idea 2
Methodology	Central Idea 3
Findings	Central Idea 4
Conclusion	Central Idea 5
Central Idea 6	Central Idea 7
Central Idea 8	Central Idea 9

For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)