



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 10

MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
10	Problem Solving with Research	6-8 Weeks
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus:</p> <p>RI.10.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based on the analysis.</p> <p>Additional:</p> <p>RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>In this unit, students will explore the concept of being a problem solver. Students will read several texts about how to solve problems and how other real-life individuals solved problems. Students will also interview someone to understand the process they use to problem solve in their everyday lives. As a culminating task, students will identify a problem/opportunity for improvement in their school, local community, or larger community. Students then will use valid and reliable research to offer solutions the problem. Finally, students will produce a written problem-solution research product, in which they will be expected to demonstrate effective research skills and show well-reasoned analysis of a problem and proposed solution.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can research help identify solutions to a problem? • What problems are worth solving in my school, local community, or larger community? • How can I examine and convey complex ideas, concepts, and information clearly and accurately?

RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Writing Standards

Focus:

W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Additional:

W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards

Additional:

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Language Standards**Focus:**

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.

Additional:

L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Text Set

Anchor Text

- [“Are You Solving the Right Problems?”](#) by Thomas Wedell-Wedellsborg

Complementary Texts

Literary Texts

- [“The Lottery”](#) by Shirley Jackson
- Extension: *The Lorax* by Dr. Seuss (Suggested activity: Have students complete the same activities from Lesson 3 with *The Lorax*.)

Informational Texts

- Independent reading suggestion: Have students select books relevant to problem-solving in the real-world, such as *The Third Wave* by Steve Case, in order to read independently.

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- Ted Ed video [“To Solve Old Problems, Study New Species.”](#)
- Ted Ed video [“This App Makes It fun to Pick Up Litter”](#)
- Extension: *How I Built This* by NPR (podcasts)

Fresh/Cold-Read Task

Text(s): [“For young engineering student, it's about making a difference for people”](#) from NewsELA

Note 1: A free registration to NewsELA is required to access this text. Consider printing off the article and numbering the paragraphs. Use the questions below instead of/in addition to the questions provided by NewsELA.

Standards Assessed: RL.10.2, RI.10.2

Evidence of Mastery:

1. See the “I Will” section of both central ideas and themes in **Handout 1.2.**

Note 2: Though the grade level provided is 8, the Lexile Level falls within the appropriate Lexile ranges for 10th grade. For students who excel, provide them with the Max level article.

Note 3: Consider having students complete this task after Lesson 3 before Lesson 4.

Questions and Writing Prompt:

1. Write a response that explains the central idea of the article and how the author uses details to develop the central idea. Use at multiple pieces of evidence from the article to support your response.
2. Determine a theme and provide multiple pieces of evidence from the article to support your response.

Summary of Lessons

Lesson 1: Unit Orientation

The teacher will orient students to the unit overview, the focus standards and learning targets, the performance task, and rubric. Students will brainstorm initial problem statements.

Lesson 2: Solving the Right Problem

The teacher will provide a model of how to summarize and determine the central idea of a text using the Ted Ed video [“To Solve Old Problems, Study New Species.”](#) Students complete a guided practice session in which they view the Ted Ed video [“This App Makes It fun to Pick Up Litter”](#) and determine the central ideas and themes the themes of the text and analyze their development over the course of the text. Students will work with a partner to read, summarize, and determine the central idea of the first part of [“Are You Solving the Right Problems?”](#) by Thomas Wedell-Wedellsborg. Students will finish reading, summarizing, and determining the central idea of the text independently. Next, students will analyze how the central idea and theme of this text relates to the central idea of “To Solve Old Problems, Study New Species.” Finally, students will evaluate and revise, if necessary, their problem statements and begin brainstorming what and whose perspectives do they need to read/hear to help them solve this problem.

Lesson 3: The Lottery as a Scenario for Problem Solving

Students will read Shirley Jackson’s “The Lottery”, determine the themes, and analyze the theme development over the course of the text. Students will reread a relevant section of [“Are You Solving the Right Problems?”](#) and relate it to theme development. Then, students will apply the information they learned about problem solving to identify the theme of “The Lottery.” Students will apply what they have learned about problem solving to their performance task.

Lesson 4: Collecting and Connecting Data

The teacher will provide models on various ways to collect data, create/locate research instruments, retrieve data and information, and make connections between information, while keeping track of source material. Students will begin to formulate connections between their data, while keeping track of source material.

Lesson 5: Scaffolding the Draft

The teacher will scaffold the research draft by providing a model on particular aspects of the draft. Student will immediately apply what they have learned from the model to their drafts with self, peer, and teacher feedback to support the process.

Lesson 6: Finalizing and Publishing the Draft

Students participate in several student- and teacher-chosen, focused mini-lessons. Students will use focused feedback to complete revisions and edits to their writing. Students will write a reflective letter to their future selves identifying immediate and future situations in which they can use the skills and information they have learned in this unit outside of the classroom.

Performance Task

Work with your peers and attempt to solve a complex, real-world problem that requires research to solve and is relevant to your school, community, or a larger community. Follow these steps to help you complete this task:

1. Pose questions and identify problems concerning your community or a larger community.
2. Next, you must conduct research from a variety of sources to understand your problem and identify the root of the problem.
3. Generate a detailed list options for solving the problem. Part of that research must consist of your team using a tool to collect data with relevant group of stakeholders (e.g., interview questions or a comparative analysis with a focus group) who will evaluate the options and provide feedback to help you make a decision about a solution.
4. Finally, you will produce a written problem-solution argument in one of the following ways:
 - a. After collecting all of the data and research, write a letter/email to someone who can implement the solution, being sure to explain 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) the proposed solution and request.

or
 - b. After implementing the well-planned solution, you will produce a written problem-solution argument documenting 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) a conclusion evaluating the effectiveness of the solution and any suggestions for further investigations.

Standard(s) Assessed: RI.10.1, RI.10.2, W.10.2, W.10.7, L.10.1a

Standards Addressed: W.10.4-6, W.10.8, SL.10.2, L.10.4

Checklist/Grade Sheet for Performance Task

Criteria	Points
<p>The Strength of the Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligned the topic and purpose with the task expectations (Part A or Part B). <input type="checkbox"/> Wrote an introductory section that presents the topic and central idea. <input type="checkbox"/> Utilized formatting (e.g., headings), graphics, and multimedia to aid in comprehension. <input type="checkbox"/> Anticipated the audience’s knowledge level to provide adequate background. <input type="checkbox"/> Grouped and synthesized the main points of the research into categories (versus simply a summary of the articles individually, one by one). <input type="checkbox"/> Utilized the appropriate discipline-specific style and tone. <input type="checkbox"/> Supplied sufficient evidence (e.g., facts, details, examples, and quotations) that was both reliable and relevant evidence from multiple sources. <ul style="list-style-type: none"> <input type="checkbox"/> Interpreted recorded data/information to create new understandings and knowledge to support/reinforce the central idea(s) in an ethical manner. <input type="checkbox"/> Incorporated and synthesized a variety of information and data from multiple sources (both primary and secondary sources) into writing. <input type="checkbox"/> Supplied valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). <input type="checkbox"/> Utilized a valid, reliable, and ethical data-collection method. <input type="checkbox"/> Presented the limitations, if applicable. <input type="checkbox"/> Concluded with a statement or section which included future implications/consequences for actions or non-actions regarding the use of the research and/or expresses a final thought or opinion. 	<p>___/___</p>
<p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include appropriate and varied transitions to link ideas and sentences within a text. <input type="checkbox"/> Use appropriate and varied transitions to link major sections of a text to promote cohesion. <input type="checkbox"/> Grouped and synthesized information into sections that flowed naturally, built upon one another, and was discipline-specific. 	<p>___/___</p>
<p><u>References & Citation Style</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wrote a discipline-specific document that demonstrates use of the appropriate style guide for the discipline and writing type. <input type="checkbox"/> Formatted the reference list based on the style guide appropriate for the discipline and writing type. <input type="checkbox"/> Appropriately integrated paraphrasing, quotations, and citations in a written text. 	<p>___/___</p>
<p>Writing Conventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated appropriate use of parallel structure in writing. <input type="checkbox"/> Avoided major errors (that impede reader understanding) in Standard English conventions (spelling, punctuation, capitalization, usage, grammar). <input type="checkbox"/> Avoided most or all minor errors in Standard English conventions (spelling, punctuation, capitalization, usage, grammar). <input type="checkbox"/> Used a wide variety of conventions appropriate for the grade level, purpose, discipline, and audience. <input type="checkbox"/> Used a wide variety of sentence structure appropriate for the grade level, purpose, discipline, and audience. 	<p>___/___</p>

Lesson 1: Unit Orientation

Focus Standard(s): W.10.7

Additional Standard(s): RI.10.1, RI.10.2, W.10.2, SL.10.1

Estimated Time: 1 day

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Learning Targets for the Unit
- Handout 1.3: Performance Task Checklist/Grade Sheet
- Handout 1.4: Research Paper Samples (A and B)
Note: These samples are modifications of the [original research study document](#).
- Handout 1.5: Problem Identification/Question Generation
- [Culturally Responsive Teaching](#)
- [“12 Ordinary People Whose Lives Can Inspire Us in 2015”](#)

Note: Before class, print a copy of this article. Then, cut and individually post the following stories on the wall or in separate sections in the classroom:

- Epic adventures and giving can go hand in hand.
- Don't underestimate the power of a viral video.
- Sometimes it takes going beyond the call of duty to help those who need it most.
- Want to inspire change? Lead by example.
- There's strength in collaboration.

Lesson Target(s):

- Students understand the expectations for the learning targets and the performance task for the unit.
- Students self-reflect to determine their areas of need to study more and create a checklist to depict those areas of need.
- Students brainstorm and create their initial problem statement.

Guiding Question(s):

- What are my expectations for the unit?
- What areas of need must I focus on during my independent or group study time?
- What complex problem (at my school, in my local community, or in a larger community) do I want to investigate?

Vocabulary

Academic Vocabulary:

- Qualitative study
- Quantitative study
- Mixed Methods study
- Have students identify other the words on Handouts 1.2 and 1.3 that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section directly to the right in order to enhance their understanding. These words should be placed on a word wall and interacted with daily to support understanding.

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

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

Anticipatory Set/Introduction to the Lesson

Note: Before class, print a copy of [“12 Ordinary People Whose Lives Can Inspire Us in 2015”](#). Then, cut and individually post the following stories on the wall or in separate sections in the classroom:

1. Epic adventures and giving can go hand in hand.
2. Don't underestimate the power of a viral video.

3. Sometimes it takes going beyond the call of duty to help those who need it most.
4. Want to inspire change? Lead by example.
5. There's strength in collaboration.
6. You have a story to tell... even if it's been 75 years.

As students arrive, provide them with **Handout 1.1: Unit Introduction Activity** and instruct them to stand in front of/near the displayed articles.

Note: Monitor the amount of students in each group. Direct students to not populate an area after they see a certain amount (3-5 people, depending on your class size) of people in an area.

Once students have populated their areas, explain that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to complete **Handout 1.1: Unit Introduction Activity** as they rotate to each new section posted. Have students rotate clockwise each time the timer rings until they are back at their starting positions. At that point, they are to remain until further instructed.

After each student has returned to their starting positions, direct them to find someone not in their original rotation group and share their findings. Have them revise or add information as necessary.

Have a whole-class discussion about **Handout 1.1: Unit Introduction Activity**. If students do not eventually do so, be sure to guide the conversation, at some point, to discuss how each one of the stories contained a problem, an area of need in their communities, that the people addressed. Explain that they saw a problem and problem-solved how to address it. Explain to students that they will do the same in this unit and, in the process, develop some very important skills that employers find attractive.

Understanding Lesson Purpose and Student Outcomes

Review the lesson targets and guiding questions with the students briefly.

Activity 1: Introduce the Unit Targets and the Performance Task

T: For this unit, you will work with your peers and attempt to solve a complex, real-world problem that is relevant to your school, community, or a larger community.

Display or provide students with a copy of **Handout 1.2: Learning Targets for the Unit**.

T: We will periodically stop to check our progress through reflective activities. Plus, some of these are targets that you can add to your resume after you have completed this unit. You will work towards meeting these targets throughout the unit, but your performance task will be the final way that you show me and yourself if you have met those targets. Let's take a look at the performance task.

Display the following key for students to read:

?- Information or terms you do not understand/need more information about

!- Information you understand

☺- What you are excited about

☹- What you are not excited about

Note: Students could do the same activity with different-colored highlighters instead of using the identified symbols.

Have students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about, an exclamation mark (!) beside information that they understand, a smiley face (☺) beside what they are excited about, and a sad face (☹) beside what they are not excited about:

Follow these steps to help you complete this task:

1. Pose questions and identify problems concerning your community or a larger community.
2. Next, you must conduct research from a variety of sources to understand your problem and identify the root of the problem.
3. Generate a detailed list of options for solving the problem. Part of that research must consist of your team using a tool to collect data with a relevant group of stakeholders (e.g., interview questions or a comparative analysis with a focus group) who will evaluate the options and provide feedback to help you decide about a solution.
4. Finally, you will produce a written problem-solution argument in one of the following ways:
 - a. After collecting all of the data and research, write a letter/email to someone who can implement the solution, being sure to explain 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) the proposed solution and request.
 - or
 - b. After implementing the well-planned solution, you will produce a written problem-solution argument documenting 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) a conclusion evaluating the effectiveness of the solution and any suggestions for further investigations.

Have students share out their marks. Allow students time to ask questions and clarify their understandings. Be sure students identify the words on **Handout 1.2: Learning Targets for the Unit** that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section to enhance their understanding of the words.

Have students Think-Ink-Share a 1-2 sentence summary of this information. Allow students time to ask questions and clarify their summaries. Optional: Have students sign below their summaries saying they understand the directions of their performance task.

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

- Break the activity into smaller chunks, having students read and summarize one or two steps at a time.

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

- Have students suggest any changes they would make to the performance task to make it more meaningful or more engaging for them. Consider the changes and discuss reasons for accepting or not accepting the changes.

Activity 2: Understand the Performance Task Rubric

Distribute one copy of **Handout 1.3: Performance Task Checklist/Grade Sheet** to each student. Have students read aloud each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Tell students that evaluating a sample piece of writing will help them understand the rubric better. Provide students with **Handout 1.4: Research Paper Samples** so that students can use the rubric to evaluate the provided sample. Explain to students that the A and B on the samples coordinate with the A and the B of the performance task directions. Have them annotate with the criteria on the grade sheet.

Note: The samples are expert examples. Students are not expected to write as many pages, include as many sources, or possibly include as in depth of an analysis. The purpose of this example is to provide students with an example of the format, organization, and understanding of content to include. If or when possible, consider using student samples so that students have an opportunity to see what the criteria looks like from a student example.

Have students share out their marks. Allow students time to ask questions and clarify their understandings. Be sure students identify the words on **Handout 1.3: Performance Task Checklist/Grade Sheet** that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section to enhance their understanding of the words.

Have students work with a partner or a small group to develop a checklist of the criteria from the checklist that they feel they still do not understand even after viewing a sample. Direct students to title this checklist “Be Sure to Study” and explain that this additional checklist should stay attached to the main checklist as a reminder of their specific areas of need. Tell students to check off these areas as the unit progresses and they have studied these items.

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

- For EL students (depending on their level of language proficiency), provide them with a checklist/grade sheet in their native language and the English version.

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

- Have high-performing students who are interested coordinate and offer tutorial times during enrichment times, during class, or after school through technology or housed at school to provide assistance in their area of expertise. This service can be offered to students who need extra assistance in those areas. Work out a system for offering credit, if necessary.

Activity 3: Determining a Problem to Investigate

T: Now that you understand your expectations, you must brainstorm to solve a problem. For example, at one school, students in a class noticed problems associated with liquor stores close to their school. Daily, they saw the influence of the activity at these local liquor stores on students at their school. Together, they investigated zoning laws using math and reading skills in order to reduce the number of liquor stores and their associated problems (i.e., drug trafficking, prostitution, and public intoxication) around a school’s campus (Tate, 1995). With the results of their research, students lobbied the state Senate and made formal presentations to the city council, which resulted in numerous citations and the closure of two liquor stores near the school.

Note: Read the article at [Culturally Responsive Teaching](#).

What problem do you want to solve? It may help to think about these questions:

- What do you want to see happen that is not happening?
- What is your school or community (or a larger community) lacking?
- What are some areas of improvement?

Display the questions and provide time for students to Think-Pair-Share ideas.

- ✓ Monitor to check for misunderstandings and understandings. Correct misunderstandings. Praise students for great ideas.

Have students share out ideas and record their initial plans on Step 1 of **Handout 1.5: Problem Identification/Question Generation**.

Note: Students' problem statements or questions do not have to be refined at this point because the next lesson will guide students through the process of refining their problem statements in Step 2 on the handout.

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

- For students struggling to come up with a question, guide them in an individual or small-group discussion using the questions above to think about possible problems in their school.
- Model an example of how you would identify a problem and possible solutions in your job or in your personal life.

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

- Engage students in discipline-specific ways of problem-solving statement development.

Reflection and Closing

On a scale of 1-5 (1 being *not at all* and 5 being *very*), how excited are you about this unit?

- ✓ Determine who is not excited or has low excitement. In a discreet manner (perhaps outside of the class), discuss with students the reasons why they are not excited. Students may not be excited for a variety of reasons (e.g., overwhelmed, disinterested, not understanding, problems unrelated to the assignment, etc.) Determine a proper solution to the problem. Include the student in a problem-solving discussion.

Homework

Discuss the performance task, the student-generated checklist for his/her specific areas to study, and the initial problem statement/question on **Handout 1.4: Research Paper Samples** with a parent/guardian. Have the parent or guardian email or write a short letter to the teacher stating that he/she

- 1) had the discussion with the child and
- 2) does/does not have questions.

The letter should be emailed or returned through the student the next day.

Handout 1.1: Unit Introduction Activity**Directions:**

Title of Section	What was it mainly about?

What are some ideas, actions, words, and phrases all of these texts have in common?

Handout 1.2: Learning Targets for the Unit

Standard	I will understand	I will
<p>Theme</p> <p>RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author’s ideas or opinions) can be expressed universally in many stories, despite the details or genre. <input type="checkbox"/> That development of the theme can be traced through the characters’ a) responses to and b) dialogue (both inner and outer) about the problems they face in the story. <input type="checkbox"/> The author uses other literary devices (e.g., symbols, allusions, figurative language) to refine the theme. <input type="checkbox"/> Authors create a conflict/problem in their plot in order to advance their theme. <input type="checkbox"/> By determining and analyzing the conflict/problem, the reader can better determine the topic/subject of the text, the central idea, and the theme. <input type="checkbox"/> As multiple problems/conflicts emerge, multiple (or variations of) themes (or central ideas) may emerge. <input type="checkbox"/> The conflicts/problems authors or people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors’ lives, and these characters face the same problems that authors (or people they know) face. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use examples to explain the difference between a theme and a central idea and other concepts about theme development. <input type="checkbox"/> Explain how various characters’ points of view contribute to the development of the problem and the theme. <input type="checkbox"/> Use the conflicts/problems and other details from the text to determine the theme. <input type="checkbox"/> Trace the development of the theme by identifying specific details from the text.
<p>Central Idea</p> <p>RI.10.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The central idea is the point the author wants to make. <input type="checkbox"/> The writer develops the central idea(s) through supporting details: examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features). <input type="checkbox"/> All the details in the text develop and support the central idea(s) by proving it, explaining it, illustrating it, or providing more details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the central idea(s) of a text. <input type="checkbox"/> Trace the development of the central idea by identifying specific details from the text. <input type="checkbox"/> Compose an accurate summary of a text that includes how the central idea emerges, is shaped, and is refined by specific details.

<p>the central idea(s); provide an accurate summary of the text based on the analysis.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Authors have a purpose for writing a text, and this purpose influences the central ideas developed and the way in which the author develops the central idea. <input type="checkbox"/> Authors choose what details/information to include, exclude, and emphasize based on their specific purpose. <input type="checkbox"/> Determining the connections between the details will help determine the central idea. <input type="checkbox"/> That informational texts often follow predictable patterns or outlines. Reverse outlining may be helpful in determining the central idea and identifying the specific details that support it. <input type="checkbox"/> Central ideas are not one-word or simple topic statements (e.g., songbirds; songbirds are dying off) or themes (e.g., Sometimes, man-made objects and creations impact other species in negative and unexpected ways.) Instead, they are statements directly related to a topic of the text and how the details connect (e.g., Every year in New York City, hundreds of birds are being killed because they fly into buildings that were built by humans.) 	
<p>Informational Writing</p> <p>W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Argumentative writing is not simple persuasion; instead, an argument should give the audience adequate, reliable information about both claims and counterclaims to promote informed decision making. To do this, students must understand the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The background knowledge and potential concerns of the audience should influence the writer’s decisions. <input type="checkbox"/> Organizational structure helps to clarify and connect complex ideas, concepts, and information. <input type="checkbox"/> Evidence is provided to support the central ideas through examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features). <input type="checkbox"/> Ideas, concepts, and supporting information are connected and relevant to the topic. 	<p>Complete the task expectations (Part A or Part B) by doing the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an introductory section that presents the topic and central idea. <input type="checkbox"/> Utilize formatting (e.g., headings), graphics, and multimedia to aid in comprehension. <input type="checkbox"/> Anticipate the audience’s knowledge level to provide adequate background. <input type="checkbox"/> Group and synthesize the main points of the research into categories (versus simply a summary of the articles individually, one by one). <input type="checkbox"/> Utilize the appropriate discipline-specific style and tone.

	<ul style="list-style-type: none"> <input type="checkbox"/> False statements and fallacious reasoning (reasoning contrary to fact), whether accidental or purposeful, weaken even the most appealing information. <input type="checkbox"/> Words, phrases, and clauses can strengthen the connection between the major sections of a text, make a text more unified or cohesive, and clarify the relationship between elements of a text. <input type="checkbox"/> The standard format and appropriate style guide (MLA, APA, Turabian, etc.) for citations will differ based on the discipline. <input type="checkbox"/> Each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to) headings, subheadings, numbered lists, charts/graphs, illustrations, and maps. <input type="checkbox"/> Whether the author uses the appropriate discipline-specific style, tone, and organization can be an indicator of the reliability of the information. <input type="checkbox"/> Appropriately using and giving credit to others' information prevents plagiarism. <input type="checkbox"/> Providing strengths and limitations of the information (if possible) makes the information more reliable. <input type="checkbox"/> A conclusion gives closure to an argument by providing future implications/consequences for actions or non-actions regarding the use of this information and/or expressing a final thought or opinion about the information. <input type="checkbox"/> Effective consumers of information continuously trace and assess the central ideas, reasoning, evidence, and rhetoric in an argument. <input type="checkbox"/> Assessing others' informational texts can help to learn techniques and strategies that will strengthen your own writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supply sufficient reliable and relevant evidence (e.g., facts, details, examples, and quotations) from multiple sources. <input type="checkbox"/> Supply valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). <input type="checkbox"/> Utilize a valid, reliable, and ethical data-collection method. <input type="checkbox"/> Present the limitations, if applicable. <input type="checkbox"/> Conclude with 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. <input type="checkbox"/> Include appropriate and varied transitions to link ideas and sentences within a text. <input type="checkbox"/> Use appropriate and varied transitions to link major sections of a text to promote cohesion. <input type="checkbox"/> Group and synthesize information into sections that flow naturally, build upon one another, and are discipline-specific.
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<p>Research Projects to Solve a Problem</p> <p>W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research is conducted primarily to solve problems or answer a question in order to improve our quality of life. <input type="checkbox"/> Sometimes, one problem reveals another problem or question to answer. <input type="checkbox"/> Researchers may have to reframe/revise their questions/problem statements to ensure they are investigating the actual problem. <input type="checkbox"/> A research topic or question can be altered/revise based on the information available, narrowed if too much information is available, broadened if too little information is available. <input type="checkbox"/> Not all sources are reliable. <input type="checkbox"/> Not all information is valid. <input type="checkbox"/> Both primary and secondary sources can help a researcher solve a problem or answer a question. <input type="checkbox"/> Researchers must make connections between and among various sources of information. <input type="checkbox"/> Information can be presented in various forms other than written text, such as charts, graphics, audio, and art. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate and refine research questions and/or problems. <input type="checkbox"/> Conduct research to answer a question or solve a problem. <input type="checkbox"/> Evaluate the reliability and validity of sources and instruments used to collect information. <input type="checkbox"/> Evaluate sources to avoid collecting false information or bias that makes the information unreliable. <input type="checkbox"/> Make connections between and among various sources of information. <input type="checkbox"/> Interpret recorded data/information to create new understandings and knowledge to support/reinforce the central idea(s) in an ethical manner. <input type="checkbox"/> Incorporate and synthesize a variety of information and data from multiple sources (both primary and secondary sources) into writing.
<p>Language</p> <p>L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When using items in a series, all the items (e.g., nouns, verbs, adjectives, adverbs, prepositional phrases, infinitives, gerunds, participles, etc.) need to be the same form <input type="checkbox"/> Correlative conjunctions (either/or, neither/ nor, not only/but also, whether/or, but/also) join two parallel parts. <input type="checkbox"/> Sentences within a passage can also have parallel structure for emphasis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the purpose (e.g., compare or contrast) of parallel structure. <input type="checkbox"/> Choose the appropriate conjunction for that purpose. <input type="checkbox"/> Identify errors in parallel structure. <input type="checkbox"/> Demonstrate appropriate use of parallel structure in writing.

Handout 1.4: Research Paper Samples

Sample A

To the Professors at Small Midwestern University,

Burchfield and Sappington (2000) found that fewer than 25% of 100- and 200-level psychology students completed assigned readings. Clump, Bauer and Bradley (2004) found that the reading compliance rate was slightly higher when considering psychology classes overall. They found that “Students read on average 27.46% of the assigned readings before class” (p.1). Connor-Greene (2000) found that 72% of her students reported that they “rarely or never read assignments on schedule” (p. 85).

Why do so few university students read assignments? I conducted research to answer this question. The following research and data will support and explain my proposed solution to this problem.

Background Research

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).

Paulson (2006) offers yet another perspective on why the basic comprehension level of students is so low. He suggests that a “get students through” approach (p. 51) in college developmental reading courses and a focus on study assistance may inadvertently signal to students that reading has no intrinsic value (p. 52).

Few studies have been conducted on the subject of reading compliance among university students. Most articles published on the subject reference the same small pool of research conducted almost entirely within the discipline of psychology. To establish that the findings cited in those studies are not aberrant cases of extreme noncompliance, or noncompliance unique to first- and second-year psychology students, a study was conducted. In the first part of the study, the rate of reading compliance and the comprehension level of first semester university students enrolled in a liberal arts and sciences learning seminar were assessed. Advice was solicited from noncompliant readers on what professors could do to get them to read.

When conducting the second part of the study, there were four objectives: (1) Determine the rate of reading compliance in two sections of First Year Seminar—one section with 100 students and another with 24 students; (2) Ascertain whether students who claimed to have read the assignment were able to demonstrate a basic level of comprehension of the material they indicated they had read; (3) Compile a list of the major reasons why students said they did and did not read assignments; and (4) Solicit advice from noncompliant readers concerning what professors could do to motivate them to read.

Methodology

Participants in the study were first semester freshmen at a small Midwestern two-year liberal arts university where 72% of the incoming freshmen are first-generation college students and 19% are over the age of 22. Forty-nine percent of the students are female and 51% are male. Students were enrolled in two sections of First Year Seminar, a course designed to help first semester university students make a successful transition to college. The course emphasizes active learning and emphasizes student responsibility in the learning process. The large section of First Year Seminar had an enrollment of 100 students and was taught by three instructors. The small section had an enrollment of 24 students and was also taught by three instructors.

Students were asked to complete a reading compliance survey on three separate occasions throughout the fall semester. The surveys were developed by the author, using reading compliance factors found in literature (Burchfield & Sappington, 2000, Connor-Greene, 2000). The author also incorporated reading compliance factors suggested by students and colleagues.

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.

Participation was optional and students were reminded that they were free to submit a blank survey, although none chose to do so. Students were instructed to respond to each question in Part A of the survey with a number between 1 and 10.

To determine whether a student who completed the “YES” survey had demonstrated a basic level of comprehension of the assigned reading, the author read each student’s 3-sentence paraphrase searching for topics, ideas, anecdotes or phrases that came directly from the reading. If located, the student was awarded a check. Although students had been directed to be as specific as possible when paraphrasing the reading, the author understood that many of these first semester freshmen were just learning the art of paraphrase.

Table 1: "YES" SURVEY

Name: _____ (Remove this portion when you hand form to professor.)

Code: _____ (Assign the same code for each time this person completes a document.)

Part A:

1. What role, if any, did the following factors play in your decision to read the assignment?

Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2
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- _____ 1. Interest in topic?
 _____ 2. Interest in course?
 _____ 3. Love reading of any kind?
 _____ 4. Your interest in being exposed to ideas that may be more liberal or conservative than your own?
 _____ 5. The emphasis your family places on reading?
 _____ 6. Your respect for the professor who teaches this course?
 _____ 7. Your desire to not let your classmates down?
 _____ 8. A work schedule that allows you time for reading?
 _____ 9. Your concern over your grade in this course?
 _____ 10. Your concern that you will be called on during this class to discuss assignment?
 _____ 11. Your concern over what the professor thinks of you?
 _____ 12. Your concern that you will be tested on this assignment during this class?
 _____ 13. Your concern that you will be embarrassed by professor if you don't read?
 _____ 14. Your concern that you will be embarrassed by students if you don't read?
 _____ 15. You are ambitious?
 _____ 16. Reading comes before your social life?
 _____ 17. Factors not listed above? (List below)

Part B:

- How many times did you read this assignment? (circle answer) 1 2 3 or more
- Paraphrase this assignment in *THREE* sentences. Be as explicit as possible.

This study was approved by the university's internal review board. All students signed a "Consent to Participate" form. Participation was optional and had no impact on a student's course grade.

The first set of surveys was collected by an independent party who wrote each student's code name on the survey. The student used that code name when handing in the next two surveys. The reading survey was administered on three separate, unannounced occasions throughout the fall semester on days when reading assignments were to have been completed.

Findings

Leading Factors Identified by Students in Their Decision to Read

Early in the fall semester, students in both the large and the small section of First Year Seminar cited concern over grades as the top factor motivating them to read (Table 3). At mid-semester, concern over grades held on to first place (Table 3). At semester's end, although concern over grades continued to be cited as the #1 motivator for students in the large section (Table 3), concern over grades scored low in the small section. Significantly more important to students in the small group was concern about what their professor thought of them.

Table 3: "YES" SURVEY – READING SURVEY RESULTS – LARGE AND SMALL GROUP

"YES" SURVEY QUESTION: What role, if any, did the following factors play in your decision to read the assignment?

	Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2	
	Round 1		Round 2		Round 3	
Question Number	90 Total, 40 Yes (44%) Large Group	21 Total, 13 Yes (62%) Small Group	80 Total, 36 Yes (45%) Large Group	18 Total, 8 Yes (44%) Small Group	77 Total, 37 Yes (48%) Large Group	19 Total, 6 Yes (32%) Small Group
	Avg. Scores		Avg. Scores		Avg. Scores	
1. Interest in the topic?	5.53	6.62	5.25	7.25	5.81	6.50
2. Interest in the course?	4.58	6.54	5.25	7.13	6.24	7.67
3. Love reading of any kind?	5.78	5.38	4.97	6.88	4.92	5.33
4. Your interest in being exposed to ideas that may be more liberal or conservative than yours?	4.50	4.31	5.47	5.88	5.49	4.50
5. The emphasis your family places on reading?	3.50	3.00	4.86	3.75	4.35	2.67
6. Your respect for the professor who teaches this course?	6.80	7.31	7.33	6.63	6.43	7.67
7. Your desire not to let your classmates down?	5.05	5.08	5.22	5.75	5.19	6.50
8. A work schedule that allows you time for reading?	5.30	5.69	5.31	6.38	4.57	5.33
9. Your concern over your grade?	5.30	5.69	5.31	6.38	4.57	5.33
10. Your concern that you will called on during this class to discuss assignment?	7.25	7.23	5.83	6.63	5.65	6.67

11. Your concern over what the professor thinks of you?	6.05	6.38	5.42	6	5.97	8.17
12. Your concern that you will be tested on this assignment during this class?	7.18	6.31	6.11	6.88	6.08	6.83
13. Your concern that you will be embarrassed by professor if you don't read?	5.35	4.85	4.97	5.75	4.81	6.50
14. Your concern that you will be embarrassed by students if you don't read?	4.30	3.46	3.86	4.0	3.65	6.67
15. You are ambitious?	6.20	5.46	5.97	6.38	5.95	4.00
16. Reading comes before your social life?	3.65	3.54	4.19	4.5	4.32	5.33

Leading Factors Identified by Students in Their Decision Not to Read

In the first survey, the top reason students in both the large and small group cited for not having read the assignment, was a work schedule that did not allow time for reading. By mid-semester, students in both sections continued to point a finger of blame at work schedules (Table 4). At the end of the semester, students in the large section found a social life to blame while students in the small section clung firmly to their belief that work schedules did not allow them time to read (Table 4).

Note: Table 4 not list in this sample.

Percent of Students Who Failed to Read

In the first survey, 56% of students in the large section reported not having read the assignment while 38% of the students in the small section indicated noncompliance. At mid-semester, 55% of students in the large group and 56% of the students in the small group reported their failure to have read. At the end of the semester, noncompliance in the large group dropped to 52% while noncompliance in the small group soared to 68%.

Comprehension Rate

When students indicated that they had read the assignment, they were asked to paraphrase it in three sentences, being as explicit as possible. The author read each paraphrase searching for some indication that the student had read the assignment; perhaps an idea or an anecdote or a theme. If located, the student received a check.

In the first survey, 50% of the students who indicated that they had read the assignment were able to paraphrase it well enough to suggest a basic level of comprehension. At mid- semester, 52% of the YES respondents were able to demonstrate a basic level of comprehension. At the end of the semester, the basic level of comprehension rose to 67%.

When noncompliant readers did offer a glimmer of hope that there was something a professor could do to motivate them to read, their suggestions fell into the following three categories: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

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.”

Give Supplementary Assignments

Ryan (2006) demonstrated that students who had completed focus worksheets that were graded and commented on extensively by the professor in an encouraging manner performed significantly better than students who had been quizzed or simply given graded worksheets. Weinstein and Wu (2009) referred to the worksheets as readiness assessment tests (RATs): open-ended questions asking students to describe major points in the article. Students found RATs helpful in guiding their reading for overall meaning and main points. Although the studies of Ryan, along with those of Weinstein and Wu, did not assess whether RATs increased reading compliance, their findings support that RATs increased the rate of reading comprehension. Light (2001), in interviews with graduating Harvard seniors, was told that reading assignments, when accompanied by writing assignments shared with students in class prior to the discussion of the assignment, resulted in reading being given a high priority by students (p. 64).

Students in the study asked for supplementary assignments, expressing their belief that such assignments would increase the likelihood that they would read. As certain as students were that their advice would generate a higher rate of reading compliance, they prefaced their

advice with tentative words like maybe and probably, words that suggested an awareness of the inherent danger that lay ahead should professors decide to heed their advice—more work for students: “Probably give us an assignment based on the reading that would be graded,” “Maybe a handout highlighting the reading,” “Probably some type of worksheet or homework to go with the chapter—answering questions while reading always helps and encourages me to read it.”

When reading the advice offered by students, it was difficult to imagine their sincerity. These were the same students who had written that they had no time to read, disliked reading, and had social lives that came before reading. Would supplementary assignments truly motivate these students to read or become one more assignment that students failed to complete? Gosling (1998) found that student self-reports were filled with positive distortion: students reported what they believed to be the socially desirable response, one that would enhance their own self-esteem (p. 1340). Were students recommending worksheets simply because the suggestion made them feel better about themselves?

Give Reminders and Make It Interesting

The third piece of advice offered by students had dual components: Remind students that they have an assignment and make the assignment sound interesting. The advice seemed too simplistic. But what if it worked? What if all professors needed to do to get students to read was remind them?

Students wrote, “Emphasize more that there is a reading,” “Remind us about the reading before the end of class,” “Write it on the board,” “Make it sound more interesting. I would have been more motivated to do this homework before my other classes,” “Get us more interested in the topic,” and “Tell me just a little bit about the reading and make me want to know the rest so I have to finish reading the story.”

Suggested Solution

With this data and research in mind, the goal now is follow-up with the suggestions the students provided to determine impact that the following factors, suggested by noncompliant readers, would have on university student reading compliance: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

Here is my proposed solution to solve the problem of students not reading assignments: Design and teach a three-course learning community. Possibly enroll the same 24 in each of the three courses. The first course should be Public Speaking, and students should be reminded on multiple occasions throughout the class hour that a reading assignment is due the following class session. The reading should be made to sound as interesting as possible.

The second course in the learning community should be Composition 1, a course focusing on academic writing, the writing process, critical thinking, and critical reading. In this course,

quizzes (Appendix A) should be administered at the beginning of each class in which a reading assignment was due.

The third course in the learning community should be First Year Seminar, a course designed to help students make the transition to college by promoting active learning as well as student involvement and responsibility in the learning process. A journal assignment (Appendix B) accompanied each reading. Students should be allowed to use the journal during class as a discussion tool. At the end of class, the journals should be collected, graded, and commented on by both professors. Late journals should not be accepted.

A list of my references, as well as appendix documents, are attached. I appreciate you take the time to analyze my data. I would enjoy being a part of this process, if possible.

Thank you,
<Signature>

References

- Boyer, E. (1991). Scholarship reconsidered: Priorities of the professoriate. *College Teaching*, (Vol. 39, No. 1, 11-13).
- Brost, B., & Bradley, K. (2006). Student compliance with assigned reading: A case study. *Journal of Scholarship of Teaching and Learning*, (Vol. 6, No. 2, 101-111).
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Appendix A: Sample Reading Quizzes

***Into the Wild* Reading Quiz: Chapters 1-2**

1. Where does the title of the book come from?
2. Describe Chris's general height and build *before he went into the Alaskan wilderness*.
3. What are the BASIC events of chapter 1?
4. When do the events described in chapter 1 take place?
5. Who is Jim Gallien, and why is he important?
6. When does chapter 2 take place?
7. What is the gift of Chris's note taped to the door of the bus?
8. What are the BASIC events of chapter 2?
9. Why are Ken Thompson, Ferdie Swanson, and Gordon Samuel important?
10. How much did Chris's dead body weigh? (Get as close as you can—within 10 pounds will get credit.)

***Into the Wild* Reading Quiz: Chapters 7-8**

1. How does Gail Borah (Wayne Westerberg's girlfriend) remember Chris as an eater and cook?
2. Describe Chris's relationship with his father, according to the details in Chapter 7.
3. Describe Chris's sexuality, according to Krakauer.
4. How does Krakauer respond to Chris's sexuality?
5. Wayne Westerberg's mother had a surprising response to Chris, given that she "didn't like a lot of (Wayne's) hired help" (Krakauer 67). Describe her perspective of/impression of/how she saw Chris. Be specific.
6. Describe the "bush-casualty stereotype" (85).
7. Name just one of the three men Krakauer devotes Chapter 8 to, men who seem to fulfill this stereotype.
8. According to Krakauer's research (interviewing people who knew Chris and reading Chris's writings), how does Chris *most* diverge from this stereotype?
9. What did you learn about commas for today?
10. How many absences do you have in this course so far?

Note: Appendix B is not provided in this sample.

Sample B**Why University Students Don't Read: What Professors Can Do to Increase Compliance**

Mary E. Hoeft, University of Wisconsin-Barron County Rice Lake, Wisconsin

Introduction

Why do so few university students read assignments? 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).

Paulson (2006) offers yet another perspective on why the basic comprehension level of students is so low. He suggests that a "get students through" approach (p. 51) in college developmental reading courses and a focus on study assistance may inadvertently signal to students that reading has no intrinsic value (p. 52).

Few studies have been conducted on the subject of reading compliance among university students. Most articles published on the subject reference the same small pool of research conducted almost entirely within the discipline of psychology. To establish that the findings cited in those studies are not aberrant cases of extreme noncompliance, or noncompliance unique to first- and second-year psychology students, a study was conducted. In the first part of the study, the rate of reading compliance and the comprehension level of first semester university students enrolled in a liberal arts and sciences learning seminar were assessed. Advice was solicited from noncompliant readers on what professors could do to get them to read.

When conducting this part of the study to determine a possible solution, there were four objectives: (1) Determine the rate of reading compliance in two sections of First Year Seminar—one section with 100 students and another with 24 students; (2) Ascertain whether students who claimed to have read the assignment were able to demonstrate a basic level of comprehension of the material they indicated they had read; (3) Compile a list of the major reasons why students said they did and did not read assignments; and (4) Solicit advice from noncompliant readers concerning what professors could do to motivate them to read.

Methodology

Participants in the study were first semester freshmen at a small Midwestern two-year liberal arts university where 72% of the incoming freshmen are first-generation college students and 19% are over the age of 22. Forty-nine percent of the students are female and 51% are male. Students were enrolled in two sections of First Year Seminar, a course designed to help first semester university students make a successful transition to college. The course emphasizes active learning and emphasizes student responsibility in the learning process. The large section of First Year Seminar had an enrollment of 100 students and was taught by three instructors. The small section had an enrollment of 24 students and was also taught by three instructors.

Students were asked to complete a reading compliance survey on three separate occasions throughout the fall semester. The surveys were developed by the author, using reading compliance factors found in literature (Burchfield & Sappington, 2000, Connor-Greene, 2000). The author also incorporated reading compliance factors suggested by students and colleagues.

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.

Participation was optional and students were reminded that they were free to submit a blank survey, although none chose to do so. Students were instructed to respond to each question in Part A of the survey with a number between 1 and 10.

To determine whether a student who completed the “YES” survey had demonstrated a basic level of comprehension of the assigned reading, the author read each student’s 3-sentence paraphrase searching for topics, ideas, anecdotes or phrases that came directly from the reading. If located, the student was awarded a check. Although students had been directed to be as specific as possible when paraphrasing the reading, the author understood that many of these first semester freshmen were just learning the art of paraphrase.

Table 1: "YES" SURVEY

Name: _____ (Remove this portion when you hand form to professor.)

Code: _____ (Assign the same code for each time this person completes a document.)

Part A:

2. What role, if any, did the following factors play in your decision to read the assignment?

Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2
---------------------------	---------------------	------------------------	------------------------	--------------------------

- | | |
|-------|--|
| _____ | 1. Interest in topic? |
| _____ | 2. Interest in course? |
| _____ | 3. Love reading of any kind? |
| _____ | 4. Your interest in being exposed to ideas that may be more liberal or conservative than your own? |
| _____ | 5. The emphasis your family places on reading? |
| _____ | 6. Your respect for the professor who teaches this course? |
| _____ | 7. Your desire to not let your classmates down? |
| _____ | 8. A work schedule that allows you time for reading? |
| _____ | 9. Your concern over your grade in this course? |
| _____ | 10. Your concern that you will be called on during this class to discuss assignment? |
| _____ | 11. Your concern over what the professor thinks of you? |
| _____ | 12. Your concern that you will be tested on this assignment during this class? |
| _____ | 13. Your concern that you will be embarrassed by professor if you don't read? |
| _____ | 14. Your concern that you will be embarrassed by students if you don't read? |
| _____ | 15. You are ambitious? |
| _____ | 16. Reading comes before your social life? |
| _____ | 17. Factors not listed above? (List below) |

Part B:

- How many times did you read this assignment? (circle answer) 1 2 3 or more
- Paraphrase this assignment in *THREE* sentences. Be as explicit as possible.

This study was approved by the university's internal review board. All students signed a "Consent to Participate" form. Participation was optional and had no impact on a student's course grade.

The first set of surveys was collected by an independent party who wrote each student's code name on the survey. The student used that code name when handing in the next two surveys. The reading survey was administered on three separate, unannounced occasions throughout the fall semester on days when reading assignments were to have been completed.

Findings

Leading Factors Identified by Students in Their Decision to Read

Early in the fall semester, students in both the large and the small section of First Year Seminar cited concern over grades as the top factor motivating them to read (Table 3). At mid-semester, concern over grades held on to first place (Table 3). At semester's end, although concern over grades continued to be cited as the #1 motivator for students in the large section (Table 3), concern over grades scored low in the small section. Significantly more important to students in the small group was concern about what their professor thought of them.

Table 3: "YES" SURVEY – READING SURVEY RESULTS – LARGE AND SMALL GROUP

"YES" SURVEY QUESTION: What role, if any, did the following factors play in your decision to read the assignment?

	Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2	
	Round 1		Round 2		Round 3	
Question Number	90 Total, 40 Yes (44%) Large Group	21 Total, 13 Yes (62%) Small Group	80 Total, 36 Yes (45%) Large Group	18 Total, 8 Yes (44%) Small Group	77 Total, 37 Yes (48%) Large Group	19 Total, 6 Yes (32%) Small Group
	Avg. Scores		Avg. Scores		Avg. Scores	
1. Interest in the topic?	5.53	6.62	5.25	7.25	5.81	6.50
2. Interest in the course?	4.58	6.54	5.25	7.13	6.24	7.67
3. Love reading of any kind?	5.78	5.38	4.97	6.88	4.92	5.33
4. Your interest in being exposed to ideas that may be more liberal or conservative than yours?	4.50	4.31	5.47	5.88	5.49	4.50
5. The emphasis your family places on reading?	3.50	3.00	4.86	3.75	4.35	2.67
6. Your respect for the professor who teaches this course?	6.80	7.31	7.33	6.63	6.43	7.67
7. Your desire not to let your classmates down?	5.05	5.08	5.22	5.75	5.19	6.50
8. A work schedule that allows you time for reading?	5.30	5.69	5.31	6.38	4.57	5.33
9. Your concern over your grade?	5.30	5.69	5.31	6.38	4.57	5.33
10. Your concern that you will be called on during this class to discuss assignment?	7.25	7.23	5.83	6.63	5.65	6.67

11. Your concern over what the professor thinks of you?	6.05	6.38	5.42	6	5.97	8.17
12. Your concern that you will be tested on this assignment during this class?	7.18	6.31	6.11	6.88	6.08	6.83
13. Your concern that you will be embarrassed by professor if you don't read?	5.35	4.85	4.97	5.75	4.81	6.50
14. Your concern that you will be embarrassed by students if you don't read?	4.30	3.46	3.86	4.0	3.65	6.67
15. You are ambitious?	6.20	5.46	5.97	6.38	5.95	4.00
16. Reading comes before your social life?	3.65	3.54	4.19	4.5	4.32	5.33

Leading Factors Identified by Students in Their Decision Not to Read

In the first survey, the top reason students in both the large and small group cited for not having read the assignment, was a work schedule that did not allow time for reading. By mid-semester, students in both sections continued to point a finger of blame at work schedules (Table 4). At the end of the semester, students in the large section found a social life to blame while students in the small section clung firmly to their belief that work schedules did not allow them time to read (Table 4).

Note: Table 4 not list in this sample.

Percent of Students Who Failed to Read

In the first survey, 56% of students in the large section reported not having read the assignment while 38% of the students in the small section indicated noncompliance. At mid-semester, 55% of students in the large group and 56% of the students in the small group reported their failure to have read. At the end of the semester, noncompliance in the large group dropped to 52% while noncompliance in the small group soared to 68%.

Comprehension Rate

When students indicated that they had read the assignment, they were asked to paraphrase it in three sentences, being as explicit as possible. The author read each paraphrase searching for some indication that the student had read the assignment; perhaps an idea or an anecdote or a theme. If located, the student received a check.

In the first survey, 50% of the students who indicated that they had read the assignment were able to paraphrase it well enough to suggest a basic level of comprehension. At mid- semester, 52% of the YES respondents were able to demonstrate a basic level of comprehension. At the end of the semester, the basic level of comprehension rose to 67%.

When noncompliant readers did offer a glimmer of hope that there was something a professor could do to motivate them to read, their suggestions fell into the following three categories: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

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.”

Give Supplementary Assignments

Ryan (2006) demonstrated that students who had completed focus worksheets that were graded and commented on extensively by the professor in an encouraging manner performed significantly better than students who had been quizzed or simply given graded worksheets. Weinstein and Wu (2009) referred to the worksheets as readiness assessment tests (RATs): open-ended questions asking students to describe major points in the article. Students found RATs helpful in guiding their reading for overall meaning and main points. Although the studies of Ryan, along with those of Weinstein and Wu, did not assess whether RATs increased reading compliance, their findings support that RATs increased the rate of reading comprehension. Light (2001), in interviews with graduating Harvard seniors, was told that reading assignments, when accompanied by writing assignments shared with students in class prior to the discussion of the assignment, resulted in reading being given a high priority by students (p. 64).

Students in the study asked for supplementary assignments, expressing their belief that such assignments would increase the likelihood that they would read. As certain as students were that their advice would generate a higher rate of reading compliance, they prefaced their

advice with tentative words like maybe and probably, words that suggested an awareness of the inherent danger that lay ahead should professors decide to heed their advice—more work for students: “Probably give us an assignment based on the reading that would be graded,” “Maybe a handout highlighting the reading,” “Probably some type of worksheet or homework to go with the chapter—answering questions while reading always helps and encourages me to read it.”

When reading the advice offered by students, it was difficult to imagine their sincerity. These were the same students who had written that they had no time to read, disliked reading, and had social lives that came before reading. Would supplementary assignments truly motivate these students to read or become one more assignment that students failed to complete? Gosling (1998) found that student self-reports were filled with positive distortion: students reported what they believed to be the socially desirable response, one that would enhance their own self-esteem (p. 1340). Were students recommending worksheets simply because the suggestion made them feel better about themselves?

Give Reminders and Make It Interesting

The third piece of advice offered by students had dual components: Remind students that they have an assignment and make the assignment sound interesting. The advice seemed too simplistic. But what if it worked? What if all professors needed to do to get students to read was remind them?

Students wrote, “Emphasize more that there is a reading,” “Remind us about the reading before the end of class,” “Write it on the board,” “Make it sound more interesting. I would have been more motivated to do this homework before my other classes,” “Get us more interested in the topic,” and “Tell me just a little bit about the reading and make me want to know the rest so I have to finish reading the story.”

Suggested Solution

A follow-up put these three pieces of advice to the test. The goal was to determine the impact that the following factors, suggested by noncompliant readers, would have on university student reading compliance: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

The author and her colleague designed and taught a 3-course learning community. The same 24 first semester freshmen were enrolled in each of the three courses. Throughout the semester, students completed six reading surveys: two in each of the three courses in which they were enrolled. The surveys used in the first study were used in the follow-up study. The first course was Public Speaking, and students were reminded on multiple occasions throughout the class hour that a reading assignment was due the following class session. The reading was made to sound as interesting as possible.

The second course in the learning community was Composition 1, a course focusing on academic writing, the writing process, critical thinking, and critical reading. In this course, quizzes (Appendix A) were administered at the beginning of each class in which a reading assignment was due.

The third course in the learning community was First Year Seminar, a course designed to help students make the transition to college by promoting active learning as well as student involvement and responsibility in the learning process. This course was taught jointly by the author and her colleague. A journal assignment (Appendix B) accompanied each reading. Students were allowed to use the journal during class as a discussion tool. At the end of class, the journal was collected, graded, and commented on by both professors. Late journals were not accepted.

Evaluation and Conclusion

In Composition 1, where the professor administered quizzes (Appendix A) on the day that reading assignments were due, 74% of the students indicated that they were reading compliant. Fifty-four percent of the reading compliant students were able to paraphrase the assignment well enough to demonstrate a basic level of comprehension.

In First Year Seminar, where the professors assigned journals (Appendix B) that were read, commented on, and graded by both professors, 95% of the students indicated that they were reading compliant. Forty-two percent of the students were able to paraphrase the assignment well enough to demonstrate a basic level of comprehension.

For professors who believe that reading compliance is integral to learning, it is important to know that there are things we can do to encourage such compliance among students. Findings from this study provide evidence to suggest that graded journals and quizzes greatly impact the rate of reading compliance. The frequent reminders of interesting assignments had no impact on reading compliance, so this is not advised to be used.

Limitations

It is important to note that certain constraints of this study may affect the generalizability of findings. Participants attend a small two-year liberal arts university where 72% of incoming freshmen are first-generation college students. Enrollment in the surveyed course, First Year Seminar, was required and restricted to first semester freshmen.

References

- Boyer, E. (1991). Scholarship reconsidered: Priorities of the professoriate. *College Teaching*, (Vol. 39, No. 1, 11-13).
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5. Who is Jim Gallien, and why is he important?
6. When does chapter 2 take place?
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8. What are the BASIC events of chapter 2?
9. Why are Ken Thompson, Ferdie Swanson, and Gordon Samuel important?
10. How much did Chris's dead body weigh? (Get as close as you can—within 10 pounds will get credit.)

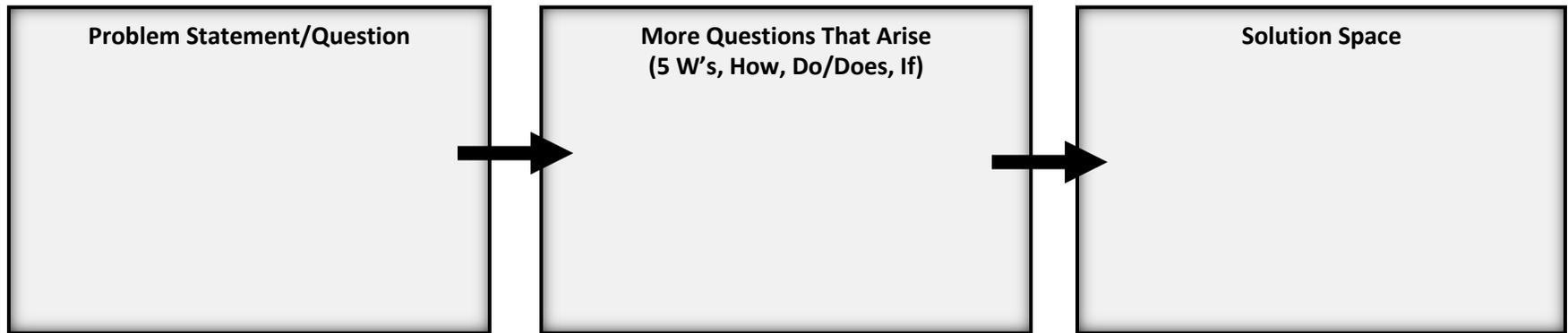
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3. Describe Chris's sexuality, according to Krakauer.
4. How does Krakauer respond to Chris's sexuality?
5. Wayne Westerberg's mother had a surprising response to Chris, given that she "didn't like a lot of (Wayne's) hired help" (Krakauer 67). Describe her perspective of/impression of/how she saw Chris. Be specific.
6. Describe the "bush-casualty stereotype" (85).
7. Name just one of the three men Krakauer devotes Chapter 8 to, men who seem to fulfill this stereotype.
8. According to Krakauer's research (interviewing people who knew Chris and reading Chris's writings), how does Chris *most* diverge from this stereotype?
9. What did you learn about commas for today?
10. How many absences do you have in this course so far?

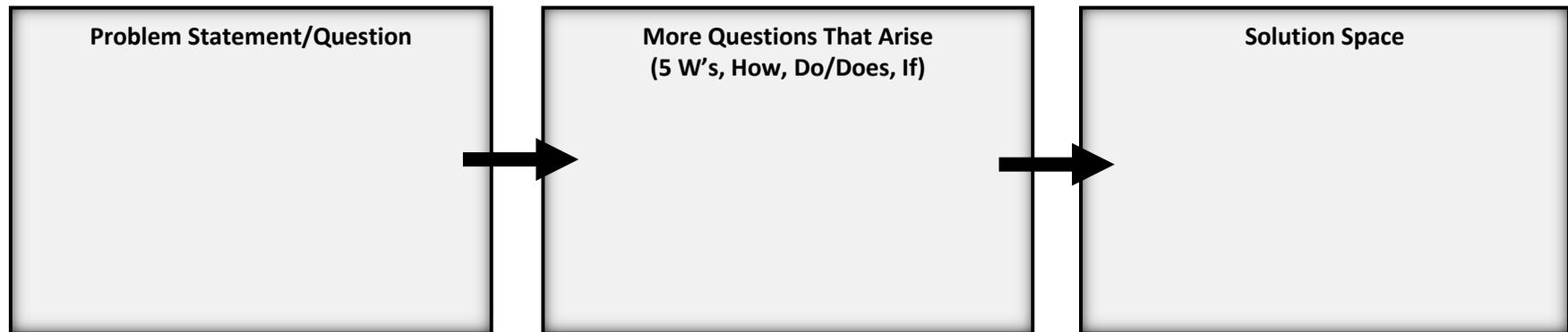
Note: Appendix B is not provided in this sample.

Handout 1.5: Problem Identification/Question Generation

Step 1:



Step 2:



Lesson 2: Solving the Right Problem

Focus Standard(s): RI.10.2

Additional Standard(s): RI.10.3, RI.10.4, RI.10.5, W.10.2, W.10.7, SL.10.1

Estimated Time: 5 days

Text(s): [“Are You Solving the Right Problems?”](#) by Thomas Wedell-Wedellsborg; Ted video [“To Solve Old Problems, Study New Species”](#); Ted video: [“This App Makes It fun to Pick Up Litter”](#)

Resources and Materials:

- Handout 1.2: Learning Targets for the Unit
- Handout 1.4: Research Paper Samples
- Handout 1.5: Problem Identifier/Question Generator
- Handout 2.1: Ideas to Remember About Problem Solving
- Handout 2.2: Formative Assessment Data Sheet
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#)
- “To Solve Old Problems...” [Interactive Transcript](#)
- “This App Makes it Fun to Pick Up Litter” [Interactive Script](#)
- [“Over Fifty Problem Solving Strategies Explained”](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- The central idea is the point the author wants to make.
- The writer develops the central idea(s) through supporting details: examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features).
- All the details in the text develop and support the central idea(s) by proving it, explaining it, illustrating it, or providing more details.

- Authors have a purpose for writing a text, and this purpose influences the central ideas developed and the way in which the author develops the central idea.
- Authors choose what details/information to include, exclude, and/or emphasize based on their specific purpose.
- Informational texts often follow predictable patterns or outlines. Reverse outlining may be helpful in determining the central idea and identifying the specific details that support it.
- Determining the connections between the details will help determine the central idea.
- An author can include more than one central idea in a text, but typically there is an overall main idea.
- Central ideas are not one-word or simple topic statements (e.g., songbirds; songbirds are dying off) or themes (e.g., Sometimes, man-made objects and creations impact other species negative and unexpected ways.) Instead, they are statements directly related to a topic of the text and how the details connect (e.g., Every year in New York City, hundreds of birds are being killed because they fly into buildings that were built by humans.)

Students will complete the following actions:

- Trace the development of the central idea by identifying specific details from the text.
- Articulate the central idea(s) of a text.
- Compose an accurate summary of a text that includes how the central idea emerges, is shaped, and is refined by specific details.

Guiding Question(s):

- What are the key details that develop the central idea?
- How can I use details to determine the central idea?
- How can I use details to trace the development of the central idea?
- How is central idea different from a topic and a theme?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Central Idea • Key Details • See this section in Lesson 1 for review of other words. 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> See Activity 1b.
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 3b. <p>Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words.
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 3a. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of 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

Anticipatory Set/Introduction to the Lesson

Provide students with **Handout 1.5: Problem Identification/Question Generator** and ask them to solve the following question: If you were a building manager and many of your tenants were complaining because of the slow speed of the elevator, how would you solve this problem?

Have students share out but explain that they will discuss further when they read the anchor text in the lesson.

Understanding Lesson Purpose and Student Outcomes

Explain to students that they must know more about problem solving, as well as how to develop a central idea, before they can effectively complete their performance task, so they will analyze the central idea of several texts to gain some insight into the topic of problem-solving.

Have students view the central idea section of **Handout 1.2: Learning Targets for the Unit**. Explain to them that they will learn all about central ideas and should use this sheet to monitor their comprehension of central ideas and the completion of the lesson targets as they progress throughout the unit. Direct them to check off as they accomplish each target and to highlight the ones they do not think that they mastered.

Activity 1: The Teacher Model

Activity 1a: Modeling How to Summarize the Central Idea

Tell students that they need to first comprehend the text before they can determine the central idea. To do this, explain that you will model summary skills of small sections of the Ted Ed video [“To Solve Old Problems, Study New Species”](#) with the following chart:

Paragraph/Section Number/Time of Video	Summarize – Put it into your OWN words! Use the Win Strategy

Direct students to draw and complete the chart with you. Play the video. Find suitable stopping points (typically around 2 minutes for each section). Display the “To Solve Old Problems...” [Interactive Transcript](#) and model how to summarize the section at each stopping point. Be sure to record the time of each stop for reference later.

Activity 1b: Modeling How to Determine the Central Idea

Note: As you provide instruction below, complete the [Frayer Model](#) of the following concepts in an anchor chart or on the board. Consider recording yourself modeling for students who are absent.

Provide students with a copy of the [Frayer Model](#) and direct them to record their ideas as you discuss and chart.

T: Let’s create a Frayer model together to understand central idea, facts about it, and examples and non-examples. We will use this video as examples for our notes. The first thing to know about a central idea is that the central idea is the point the author wants to make.

S: (Write definition of central idea.)

T: Central ideas are not one-word or simple topic statements (e.g., problem solving; new species are helpful). These words represent just the subject or the topic and do not represent specifically what about *problem solving* or *new species being helpful* that the author is trying to convey.

S: (Record what central ideas are not, including examples, on student copy of Frayer model.)

T: Central ideas are not themes (e.g., Often, people try or solve problems without looking at new ideas, concepts, and information; If you can't solve a problem, look for new information, ideas, and concept to help you. Do not keep doing everything the same way; Diverse perspectives/different viewpoints can help to solve problems better and faster.) Themes are not specific to a text. Notice these sentences provide a general idea about life.

S: (Record what central ideas are not, including examples, on student copy of Frayer model.)

T: Instead, they are statements directly related to a topic of the text and how the details connect. We will determine that central idea now.

S: (Record what central ideas is on student copy of Frayer model.)

T: Let's discuss some facts about a central idea.

T: It is very important to understand that the writer develops the central idea(s) through supporting details: examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features). These details in the text develop and support the central idea(s) by proving it, explaining it, illustrating it, or providing more details. (Provide students with specific examples from the video.)

S: (Record this fact in their own words.)

T: Informational texts often follow predictable patterns or outlines. Reverse outlining may be helpful in determining the central idea and identifying the specific details that support it. An organizer can help you keep up with the main details that make up the sub and main central ideas. Watch me as I record the type of details on my [Choosing Details to Support a Provided Central Idea Organizer](#). (Record the details, being sure to emphasize the sub-central ideas in the third column and that there is more than one sub-central idea, but they lead to an overall central idea. See the model below for some specific details and ideas to include in the organizer.)

S: (Record this fact in their own words on student copy of Frayer model.)

T: Determining the connections between the details will help determine the central idea by helping us refine the topic. It seems like the connections between the details are about all the new species, how the new species are like us, etc.

S: (Record this fact in their own words on student copy of Frayer model.)

T: This makes me wonder what the author's purpose is for writing this. Authors have a purpose for writing a text, and this purpose influences the central ideas developed. For example, if an author wants to convince us to start looking at new species to solve existing problems, the author would explain how new species can help us solve problems and make sure that every detail supports this purpose.

S: (Record this fact in their own words on student copy of Frayer model.)

T: Authors choose what details/information to include, exclude, and emphasize based on their specific purpose. For example, if the author wants to explain how new species can help us solve old problems they are going to make sure to emphasize

these types of details through anecdotes, examples, and data. They may also decide to include examples and data that shows how ineffective we have been in using old species to solve the problems. (Provide students with specific examples from the video.)

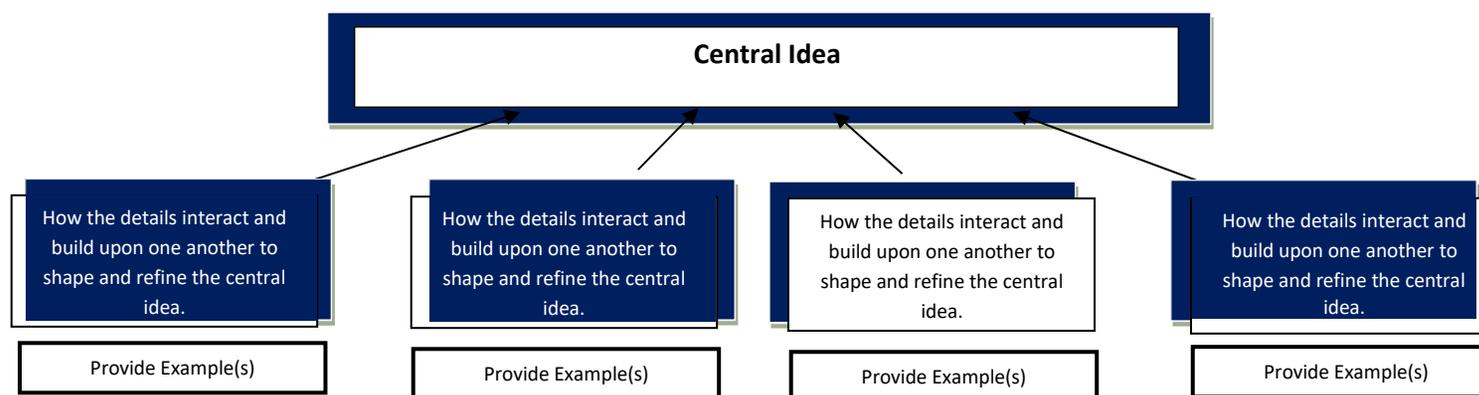
S: (Record this fact in their own words on student copy of Frayer model.)

T: Based on all this information, I know that the central idea of this passage is the following: Focusing all biological research on the same life forms over and over again is ineffective, so we need to look at new species to solve the problems in science, like cancer.

T: When I'm finished, I write an analysis that includes the central idea and how it was developed.

Activity 1c: Modeling How to Write an Analysis of the Central Idea Development

Provide students with a sample model of how to write an analysis using key details from a [Choosing Details to Support a Provided Central Idea Organizer](#) and the central idea. Begin by showing students a visual to help them conceptually understand the information that belongs in an analysis:



Then, provide a model in paragraph form, being sure to have students help you determine how they can imitate the example:

In the TED video "To Solve Old Problems, Study New Species," Alejandro Sánchez Alvarado develops the central idea that we need to look at new species to solve the problems in science, like cancer, because focusing all biological research on the same life forms over and over again is ineffective.

To begin, Alvarado develops his first point by asking the audience to visualize while he provides a description of a trip to a place in the ocean, to which he refers to as “the greatest marine biology lab in the world”, that houses unknown species. This description allows him to lead into another description about a recent discovery of a jellyfish species, *Thalia democratica*, who, as he explains, scientists now know is possibly the closest invertebrate species to humans. Then, Alvarado uses a metaphor to compare biologists to explorers, stating that some biologists want to study deeper already-discovered continents, while others want to discover new continents. He breaks from the metaphor to provide multiple examples of the new species that have been discovered during these expeditions and how these species have advanced understandings in areas such as genetics, vaccines, cloning, and the structure of DNA. Ultimately, the description of the expedition, the metaphor, and the examples of newly-discovered species are used to support two points: 1) this type of research is important because it has led to additional discoveries and 2) this knowledge can be used to solve old problems (e.g., cancer, aging, degenerative diseases) that have not been solved.

To refine his central idea, Alvarado uses three types of details to further develop the idea that research has focused too narrowly on certain species. First, he illustrates how many species share the same source of life with humans with a visual, which is a circular cladogram (also referred to as the tree of life), which displays all the relationships of all organisms, and zooms in to focus on the small area that scientists tend to concentrate for research. Subsequently, Alvarado provides a statistic from NOAA to show how much of the ocean, 95%, has been unexplored and, therefore, unstudied. To provide more emphasis on the limitations of studies about species, the speaker shows images of the seven species on which most research focuses and provides a statistic (0.00009%) to show how little the correspondence is with these seven species and all of the species that inhabit the planet.

All of these details emphasize his point that studying the same species has been ineffective and that advancements cannot be made without studying newer species.

Have discussions about how this analysis is different than an evaluation. This analysis discusses how the author develops the central idea, not how *well* the author develops it. If they were evaluating the speaker’s argument, they would add conditional language that refers to the effectiveness, reliability, and validity of the argument.

Activity 1d: Reflecting on the Model

Have students view the central idea section of **Handout 1.2: Learning Targets for the unit**. Direct them to check off each target they feel that they have mastered and highlight the ones they do not think they mastered. Explain to students that they need to determine their next steps for improving if necessary.

Activity 2: Guided Practice

Have students complete the summary chart in Activity 1a while watching the Ted Ed video [“This App Makes It fun to Pick Up Litter”](#). Consider providing students with or access to the “This App Makes it Fun to Pick Up Litter” [Interactive Script](#). Have students partner up and complete the [Choosing Details to Support a Provided Central Idea Organizer](#) with your support. Upon completion, have students write an analysis that traces the development of the central idea using the piece you modeled in the previous activity as an example.

- ✓ Use **Handout 2.2: Formative Assessment Data Sheet** to collect data about student understanding. Use this data to make decisions about the type of support to provide to students during their independent practice. Vary and individualize remediation activities based on their performance.

Activity 3: Independent Practice**Activity 3a: Fluency and Vocabulary Practice**

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 3b: Read the Text and Practice Independently

Have students complete the summary chart in Activity 1a while they read [“Are You Solving the Right Problems?”](#) by Thomas Wedell-Wedellsborg. During their multiple reads, have students individually complete the [Choosing Details to Support a Provided Central Idea Organizer](#) with your support. Upon completion, have students write an analysis that traces the development of the central idea.

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

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.

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

- Have students look through [“Over Fifty Problem Solving Strategies Explained”](#) article and make a suggestion list of the resources that would benefit other students on their performance task.

Optional Activity: Parallel Structure Mini-Lesson

Consider conducting the mini-lesson explain in **Activity 1: Parallel Structure Mini-Lesson** of Lesson 6. See the note located directly under the Activity 1 heading in Lesson 6.

Activity 4: Application to Performance Task

T: How can we apply what we learned about from all three texts we viewed and/or read about problem solving?

Direct students to place ideas to their **Handout 2.1: Ideas to Remember About Problem Solving**. Model one or two examples for students.

Direct students back to their **Handout 1.4: Research Paper Samples** and have them complete Step 2 (which is a revision of Step 1) now that they have learned more about problem solving. Guide students by prompting them to think through whether they have

gotten to the root of the problem and additional questions they may need to consider. Explain that they may need to have research to get to the root of the problem. If this is determined, they should start discussing what sources they should use to gather information. For students who struggle, use the examples in the research sample, **Handout 1.4: Research Paper Samples**, as a reference.

In their research groups, have students start to consider the following: what data and research are needed, how they would collect that data, how long it may take to solve the problem, and whether their solutions would actually help the problem or cause more problems. For students who struggle, use the examples in the research sample, **Handout 1.4: Research Paper Samples**, as a reference.

Direct students again to place ideas on their **Handout 2.1: Ideas to Remember About Problem Solving**. Model one or two examples for students.

Reflection and Closing

- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task.
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on central ideas.

Homework

Students will begin collecting information or developing instruments to collect information about their problem statement.

Handout 2.1: Ideas to Remember about Problem Solving

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

Handout 2.2: Formative Assessment Data SheetFocus Standard(s): RI.10.2Additional Details: Write an analysis of the development of the central ideaEvidence of Understanding Scale

- 5-Performing Above Standard: Compares the development of this central idea to the development of a previously-read text with a similar topic
- 4- Met Standard: Identifies sub-central ideas and overarching central idea and provides multiple and varied details to explain how the central idea emerges and is refined
- 3- Approaching Standard: Identifies the central idea and provides multiple examples of the same type of detail that contributed to the development of the central idea; OR Cannot identify the central idea but recognizes the topic/subject and several details that seem important to the plot development
- 2- Minimal Understanding: Cannot identify the central idea but recognizes the topic/subject and one or two details that seem important to the plot development
- 1- No Understanding: Attempts but can neither identify a central idea nor provide examples of details that contribute to the development; OR Provides only a summary of the text
- 0- Did Not Attempt: Does not attempt/No response

Student Name	Scale	Comment
	5 4 3 2 1 0	
	5 4 3 2 1 0	
	5 4 3 2 1 0	
	5 4 3 2 1 0	
	5 4 3 2 1 0	
	5 4 3 2 1 0	
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	5 4 3 2 1 0	
	5 4 3 2 1 0	

Lesson 3: The Lottery as a Scenario for Problem Solving

Focus Standard(s): RL.10.2

Additional Standard(s): RL.10.1, RI.10.2, RL.10.3, W.10.2, W.10.7, SL.10.1,

Estimated Time: 4 days

Text(s): [“The Lottery”](#) by Shirley Jackson

Resources and Materials:

- Handout 1.2: Learning Targets for the Unit
- Handout 1.4: Research Paper Samples (A and B)
- Handout 2.1: Ideas to Remember About Problem Solving
- [Anchor Chart](#)
- [“Analyzing Root Causes of Problems: The ‘But Why?’ Technique”](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author’s ideas or opinions) can be expressed universally in many stories, despite the details or genre.
- The conflicts/problems authors and people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors’ lives, and these characters face the same problems that authors (or people they know) face.
- Development of the theme can be traced through the characters’ a) responses to and b) dialogue (both inner and outer) about the problems they face in the story.
- The author uses other literary devices (e.g., symbols, allusions, figurative language) to refine the theme.
- Authors create a conflict/problem in their plot in order to advance their theme.
- By determining and analyzing the conflict/problem, the reader can better determine the topic/subject of the text, the central idea, and the theme.

- As multiple problems/conflicts emerge, multiple (or variations of) themes (or central ideas) may emerge.

Students will complete the following actions:

- Use examples to explain the difference between a theme and a central idea and other concepts about theme development.
- Explain how various characters' point of views contribute to the development of the problem and the theme.
- Use the conflict/problems and other details from the text to determine the theme.
- Trace the development of the theme by identifying specific details from the text.

Guiding Question(s):

- How does an author develop a theme?
- How can identifying the conflict/problem help the reader understand the theme?
- How can the reader apply both the process for theme identification and the theme itself to his/her life?

Vocabulary

Academic Vocabulary:

- Conflict
- Key Details
- Theme
- See this section in Lesson 1 and 2 for review of other words.

Instructional Strategies for Academic Vocabulary:

- See Activity 3.

In-Context Vocabulary:

- See Activity 1.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words

<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 1. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words
Symbol	Type of Text and Interpretation of Symbol
	<p>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</p>
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Have students write about a time when they experienced a problem. Tell them it doesn't have to be a story that is very personal or hard to tell, unless they want to share it. Have them list what they learned about themselves, another person, or the world.</p> <p>Story:</p> <p>What I learned:</p> <p>Have students who feel comfortable share examples and what they learned. Ask students the following questions:</p> <ul style="list-style-type: none"> • What details did you include to reveal the problem and tell the story? If you wrote more of a summary, what details do you need to help someone understand more about the problem and the story? • Do you think anyone else has ever faced/will ever face this problem, even if it is in a different way? • Can what you learned benefit others by helping them understand the problem better or by preventing the problem from happening? 	

- If you were to turn this into written story, what kinds of decisions would you make about the plot events and characters' responses to the events/problems, thoughts, and dialogue in order to help the reader "learn" the same idea you learned?

Use students' answers to the questions to discuss the following concepts about themes:

- Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author's ideas or opinions) can be expressed universally in many stories, despite the details or genre.
- The conflicts/problems authors and people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors' lives, and these characters face the same problems that authors (or people they know) face.

Understanding Lesson Purpose and Student Outcomes

Explain to students that they must practice problem solving to help them effectively complete their performance task, so they will analyze the problem and theme in a literary text to gain more insight into the topic of problem-solving.

Have students view the central idea section of **Handout 1.2: Learning Targets for the Unit**. Explain to them that they will learn all about themes, how they are different from central ideas, and how to develop a theme. Explain that they should use this sheet to monitor their comprehension and the completion of the lesson targets as they progress throughout the unit. Direct them to check off as they accomplish each target and to highlight the ones they do not think that they mastered.

Activity 1: Fluency and Vocabulary Practice

Provide students with individual copies of ["The Lottery"](#) by Shirley Jackson. Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the "Strategies for

Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 2: First Read

T: By identifying the events of a story, you can often trace how the theme develops over the course of the text. What happened in this story? You will read the story and draw thumb-nail sketches of what is happening in the story. Be sure to include important dialogue wherever necessary.

Have students read silently through [“The Lottery”](#) by Shirley Jackson, stopping periodically to draw thumb-nail sketches of what is happening in the story. Model an example of the first sentence if students are struggling.

Have students share by working together (possibly combine sets of pictures or revise one person’s set) to create a storyboard of events of the story and the actions of the characters. Tell students to be sure to include important dialogue wherever necessary.

Activity 3: Second Read

Have students listen to the text read by an expert reader and conduct the following discussion with students as a whole group:

T: Knowing the main characters and their “personalities” is key to identifying the theme. You can determine their personalities by looking at the dialogue, their actions, the way they respond to each other and events. Who were some of the main characters? List the names of the main characters and one adjective word or phrase to describe them.

S: (Complete the actions and share with a partner and then the whole group.)

T: What specific details from the text led you to know this? (Have some discussions about how the community can be a character in and of itself. Cite some other stories in which the community is a character.)

S: (Answer the question and share with a partner and then the whole group.)

T: Point of view of characters and the speaker is important in a story because it can reveal the problem (which will lead to the theme), especially if there are differing point of views. If people think differently about what’s happening or about a topic, you can notice easily what the problem is. Also, these differences can often advance the plot. You can also determine point of

views from the same details that reveal their character. What did their dialogue, actions, and the way they responded to each other and the events reveal about the and their individual point of views and the community point of view?

Based on the point of views, what do you think the problem was? If you had to think of a phrase or sentence to identify/sum up the problem, what would it be?

S: (Answer the question and share with a partner and then the whole group.)

T: Now, based on our anchor text, do we really think that we have the real problem? What do you think the root of the problem is? In order to determine this, we can follow tips (from [“Analyzing Root Causes of Problems: The ‘But Why?’ Technique”](#)) about determining root causes: Root causes are the basic reasons behind the problem or issue you are seeing in the community. Trying to figure out why the problem has developed is an essential part of the "problem solving process" in order to guarantee the right responses. Identifying genuine solutions to a problem means knowing what the real causes of the problem are.

Note: The "But why?" technique is one method used to identify underlying causes of a community issue. These underlying factors are called "root causes." The "But why?" technique examines a problem by asking questions to find out what caused it. Each time an answer is given, a follow-up "But why?" is asked. For example, if you say that too many people in poor communities have problems with alcoholism, you should ask yourself "but why?" Once you come up with an answer to that question, probe the answer with another "but why?" question, until you reach the root of the problem, the root cause. The "But why?" technique can be used to discover basic or "root" causes either in individuals or broader social systems:

Display the following text and read:

T: It can be used to find which individual factors could provide targets of change for your cause, such as levels of knowledge, awareness, attitudes, and behavior.

- Do people need more knowledge about nutrition?
- Do children need to learn refusal skills to avoid smoking?
- Do teenagers need to learn how to use contraceptives?

T: It can explore social causes. For example, it could help us determine why a certain neighborhood seems to have a higher rate of a specific problem. These social causes divide into three main sub-groups:

- Cultural factors, such as customs, beliefs, and values;
- Economic factors, such as money, land, and resources;
- Political factors, such as decision-making power

T: So, let's try the "But Why" Technique.

S: (Attempt the "But Why" Technique by writing down their responses each time they answer the question why and share with a partner and then the whole group.)

T: Based on this problem, what are possible themes of the text? What idea is the author trying to reveal to the reader? (e.g., Communities value tradition, even if they do not make sense or are harmful; Communities continue traditions, even when they do not know why they are doing it; Individual beliefs or desires do not matter if the beliefs or desires contrast the community or society's beliefs or desires; etc.)

S: (Answer the question and share with a partner and then the whole group.)

T: What evidence from your previous answers can you use to support your answer? Are there any other types of types of details, such as symbols, word choice, or other author decisions, from the text that can support this? (e.g., the black box as a symbol, the word choice, choosing to include both older and younger characters, etc.)

T: How is this different from the central idea? What would the central idea of the text be? (e.g., The people in the village value tradition, even if the tradition of the black box stoning is harmful; The people in the village continue the tradition of the black box stoning, even when they do not know why they are doing it; _____'s individual desires did not matter because her desires contrasted with the community's desires/traditions; etc.)

Activity 3: Problem-Solving Connection

T: The problems authors encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors' lives, and these characters face the same problems that authors (or people they know) face. So many times, literature gives us valuable insight into life.

T: Let's look at this story again from the perspective of problem solving. How did we determine the problem? How did we get to the root of the problem? Does this bring up any other questions or topics to research? What solutions should we propose?

Provide students with a new **Handout 1.4: Research Paper Samples** and have them practice coming up with possible solutions. Guide students by prompting them to think through whether they have gotten to the root of the problem, additional questions they may need to consider, what data and research are needed, how they would collect that data, how long it may take to solve the problem, and whether their solutions would actually help the problem or cause more problems?

Activity 5: Application to Performance Task

T: How can we apply what we learned about both the theme and the way in which determined the theme (i.e., identifying the problem and the root causes with the “But Why” technique) to our project?

Direct students to add ideas to their **Handout 2.1: Ideas to Remember about Problem Solving**.

Note: Students may need to be provided with an extra copy to continue adding.

Reflection and Closing

Have students reflect on how they accomplished learning targets on **Handout 2.1: Ideas to Remember about Problem Solving**.

Homework

No Homework

Lesson 4: Collecting and Connecting Data

Focus Standard(s): W.10.7

Additional Standard(s): W.10.6, W.10.8, SL.10.1, SL.10.2

Estimated Time: 7-8 days

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

Resources and Materials:

- Handout 1.2: Learning Targets for the Unit
- Handout 1.4: Research Paper Samples
- Handout 2.1: Ideas to Remember About Problem Solving
- Handout 4.1: Source Information/Data Collection Sheet
- Handout 4.2: Sample Source Information/Data Collection Sheet
- [How to Know if a Source is Reliable?](#)
- [MLA Formatting and Style Guide](#)
- [Mendeley](#)
- [Read Write Think lesson](#)
- [Read Write Think Resource](#)
- Ted Ed video [“This App Makes It fun to Pick Up Litter”](#)
- [Validity](#)
- Computer lab or enough laptops for each student to conduct research

Lesson Target(s):

Students will show understanding of the following concepts:

- Research is conducted primarily to solve problems or answer a question in order to improve our quality of life.
- Sometimes one problem reveals another problem or question to answer.
- Researchers may have to reframe/revise their questions/problem statements to ensure they are investigating the actual problem.

- A research topic or question can be altered/revised based on the information available, narrowed if too much information is available, broadened if too little information is available.
- Not all sources are reliable.
- Not all information is valid.
- Both primary and secondary sources can help a researcher solve a problem or answer a question.

Students will complete the following actions:

- Generate and refine research questions and/or problems.
- Conduct research to answer a question or solve a problem.
- Evaluate the reliability and validity of sources and instruments to collect information.
- Utilize a valid, reliable, and ethical data-collection method.
- Evaluate sources to avoid collecting sources that contain false information or bias that makes the information unreliable.
- Make connections between and among various sources of information.

Guiding Question(s):

- How do I determine solutions to a problem through reliable, valid, and ethical research?
- How can I ethically collect reliable, valid data and information from both primary and secondary sources?
- How do I make connections between and among various sources of information?

Vocabulary

Academic Vocabulary:

- Data Collection
- Methods/Methodology
- Primary Sources
- Research Instrument
- Secondary Sources
- 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

<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the CPR context clue strategy.
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>Symbol Type of Text and Interpretation of Symbol</p>	
	<p>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</p>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>
<p style="text-align: center;">Instructional Plan</p>	
<p>Anticipatory Set/Introduction to the Lesson</p> <p>Tell students that they will watch Ted Ed video “This App Makes It fun to Pick Up Litter” again. Direct students to answer the following questions as they watch the video:</p> <ul style="list-style-type: none"> What data and information did he collect? What was his purpose? How did he collect his data? What conclusions did he make from his data? How did he use it to help others? 	

Replay the Ted Ed video [“This App Makes It fun to Pick Up Litter”](#) from Lesson 2. Have students discuss the answers to the questions. Clarify and validate their responses, as needed. Review the following terms using the strategies listed in the academic vocabulary section: methods/methodology, data collection, primary sources, secondary sources, research instrument.

Understanding Lesson Purpose and Student Outcomes

Explain to students that they must refine their questions, problem, and solution, and that they will do this through research.

Have students view the research section of **Handout 1.2: Learning Targets for the Unit**. Explain to them that they will learn all about themes, how they are different from central ideas, and how to develop a theme, and they should use this sheet to monitor their comprehension and the completion of the lesson targets as they progress throughout the unit. Tell them that they will not accomplish all of these skills today. They will stop at “Both primary and secondary sources can help a research solve a problem or answer a question” and “Make connections between and among various sources of information.”

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

Activity 1: Introduction to Information and Data Collection

During the following whole-class discussion, have students add ideas to their **Handout 2.1: Ideas to Remember About Problem Solving**.

Note: Students may need to be provided with an extra copy to continue adding.

T: Because data and information about the problem is vital to solving the problem, we will begin to collect data. Data and information can be collected for all different purposes and in many different ways during the problem-solving process. First, you may need to understand more about the problem. (Provide students with, display, or direct students to locate **Handout 1.4: Research Paper Samples** for your following examples.) For example, if my problem was that students did not read, I may have to research reasons why they do not read. Who or what would be my source?

S: (Students should view **Handout 1.4: Research Paper Samples** and respond by saying students, research articles/reports, or experts in the field.)

T: So in what way would I collect this information?

S: (Students should view **Handout 1.4: Research Paper Samples** and respond by saying through interviews, surveys, or reading information.)

Discuss both primary and secondary sources and qualitative and quantitative data and when each of them should be used, being sure to reference **Handout 1.4: Research Paper Samples**. Explain how finding experts in secondary sources is key. The information should be up to date, unless it is necessary to have dated material (i.e., you are researching how something has changed over time and need to look at older sources of information). Explain why an expert is better than just finding any source. Explain how to determine the information. Also, discuss the type of questions you would ask if you interviewed/surveyed students. Discuss if they would leave it open-ended or provided choices. Discuss how asking the right questions and providing the right choices is important to get valid results. Remind students to add ideas to their **Handout 2.1: Ideas to Remember About Problem Solving**.

T: Great! You all are showing understanding of research methods and instruments. From this information and data, I would develop a list of solutions. Once I have collected this information, I still haven't solved my problem. I have come up with possible solutions. So what if more questions arise about these solutions. For example, what if from my initial research and data collection I found that students didn't like to read because they weren't interested in the topics. At this point, what would I need to do?

S: (Students should respond by saying collect more information, conduct additional surveys by asking about what topics interest them, research a list of books that most students love to read.)

T: See, additional questions and the need for additional information and data arises in the process of research and problem solving. Therefore, it is helpful to start with an initial plan of action based on your problem statements and root causes. This plan of action is about your method for research.

Display the following questions and have students work with their teams to answer these questions:

- What do you need to research first?
- How do you need to collect this information?
- From whom would be a reliable source to collect this information?
- What would be the best way to collect this information? Do you need to develop any collection instruments (e.g., surveys, interviews, focus group questions)?
- How much information do you need and from how many different sources?
- What factors do you need to consider to ensure that the information collected is reliable and valid?

Provide support by monitoring conversations to validate appropriate and correct responses and correct any misconceptions. Use **Handouts 1.4: Research Paper Samples** as a reference for students who are struggling. Also, help extend students' thinking by directing them to think about other perspectives. To do this, ask them the following questions:

- Have you thought about every possible perspective?
- What if you collected information from a different group of people?
- What if you collected information in a different way or with a different instrument?
- What if you combined your information from this source with another source?

Note: Make sure students have access to a formatting guide such as [MLA Formatting and Style Guide](#).

Activity 2: Information and Data Collection Model

After students have had time to answer their questions and you have provided support, provide them with **Handout 4.1: Source Information/Data Collection Sheet**. Direct students to think about the research samples in **Handouts 1.4: Research Paper Samples**, specifically the research process to get this final product. Display **Handout 4.2: Sample Source Information/Data Collection Sheet**.

Model and think-aloud to show students how to complete **Handout 4. 1: Source Information/Data Collection Sheet** by using hypothetical information from the sources in **Handouts 1.4: Research Paper Samples**. Be sure to point out how quotation marks mean direct quotes and how the text that does not contain quotation marks means that the information has already been paraphrased. Emphasize to students the importance of not forgetting quotation marks so they do not incorporate information into their own writing without paraphrasing it or properly quoting it.

Note 1: The “Tag It” section is for students to categorize the information into central ideas that may become the central ideas of their own paper. They should ask themselves under what category would they place this information. They should write single words or phrases and draw lines to the information in the second column. Also, this may be better to do after the information is collected completely.

Note 2: Under the “About My Sources” section, the information is hyperlinked to a resource that explains what type of information should be recorded.

Note 3: If access is available, have students use an electronic copy of this form to avoid running out of space.

Note 4: An alternative to using **Handout 4. 1: Source Information/Data Collection Sheet**, is to use [Read Write Think Resource](#). It guides students through the same activities of collecting information about the resource and deciding how the information is related under a category label.

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

- Have students use a digital data collection resource, such as [Mendeley](#).

Activity 3: Student Information and Data Collection

In a lab setting or with laptops, take time to show students how to use and take 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.

Have students determine the focus of their research collection process for the time. If they are collecting information from online sources, they will label their group 'A' for the moment. If they are creating research collection tools, they will label their group 'B' for the moment. It is also acceptable for the group to divide this responsibility. Since both groups have different needs at different times, instruct them to change the labels as their needs change so that you can be aware of their progress.

If the students identify as 'A' at the moment: They must watch a tutorial on how find reliable sources, such as [How to Know if a Source is Reliable](#), and create a checklist of things to remember when researching sources online.

Note: A tutorial may not be enough scaffolding for students. If so, see this [Read Write Think lesson](#) to prepare a mini-lesson for evaluating sources. This resource also offers extension and assessment activities.

Students who identify as 'A' should end their research collection by debriefing with the group on their findings, tagging (in the "Tag It" section) their findings and discussing what other information needs to be collected.

Note: An alternative to using **Handout 4. 1: Source Information/Data Collection Sheet**, is to use this [Read Write Think Resource](#). It guides students through the same activities of collecting information about the resource and deciding how the information is related under a category label.

If the students identify as 'B' at the moment, they must watch a tutorial on how to create valid data collection instruments, such as [Validity](#), and create a checklist of things to remember when creating valid data collection instruments.

Note: Students may need additional tutorial videos based on their needs. For example, if they are going to conduct a focus group, they need to view a tutorial that advises them on best practices for doing so.

Students who identify as B' should end their discussion by deciding who, when, how, and where they will implement their research tool.

Note: Some groups will need to complete both 'A' and 'B' activities.

Explain to students who complete 'B' activities that once they collect their data, they should debrief with the group about their findings, tag (in the "Tag It" section) their finding and discuss what other information needs to be collected.

Note: An alternative to using **Handout 4. 1: Source Information/Data Collection Sheet**, is to use this [Read Write Think Resource](#). It guides students through the same activities of collecting information about the resource and deciding how the information is related under a category label.

Activity 3: Methodology

Tell students that effective researchers are transparent by including the method they used to collect data. This serves two purposes: it strengthens (or weakens, if the method is invalid or unreliable) their findings and it provides opportunity for other researchers to replicate the process with a different group or with slightly different setting to further the research on the same concept.

Use the research samples in **Handout 1.4: Research Paper Samples** to model for students how to write a methodology section. Label the parts of the section. Have the group write their own section using their information. Have one group swap with another group to evaluate (not correct). Have the groups correct and revise their methodology section based on the feedback. Tell students to save this for the next lesson because they will add it into their research paper.

Reflection and Closing

Have students reflect on how they accomplished the learning targets on **Handout 1.2: Ideas to Remember About Problem Solving**.

Homework

Over multiple days (but before Activity 3), students should collect information as needed from sources outside of school (e.g., focus groups, interviews, and surveys) and bring back to group.

Handout 4.1: Source Information/Data Collection Sheet

About The Source	Information/Data Collected (Include page numbers, if applicable, beside the information recorded.)	Tag It
<u>Author:</u> <u>Title of source:</u> <u>Title of container:</u> <u>Other contributors:</u> <u>Version:</u> <u>Number:</u> <u>Publisher:</u> <u>Publication date:</u> <u>Location:</u>		
<u>Author:</u> <u>Title of source:</u> <u>Title of container:</u> <u>Other contributors:</u> <u>Version:</u> <u>Number:</u> <u>Publisher:</u> <u>Publication date:</u> <u>Location:</u>		

Handout 4.2: Sample Source Information/Data Collection Sheet

About The Source	Information/Data Collected (Include page numbers, if applicable, beside the information recorded.)	Tag It
<p><u>Author:</u> T.E. Ryan <u>Title of source:</u> Motivating novice students to read their textbooks. <i>Journal of Instructional</i> <u>Title of container:</u> <u>Other contributors:</u> <u>Version:</u> <u>Number:</u> vol. 33 no. 2 <u>Publisher:</u> <i>Journal of Instructional Psychology</i> <u>Publication date:</u> 2006 <u>Location:</u></p>	<p>Thinks reading comprehension is the cause. “Students do not continue to comprehend when they experience disappointments on multiple occasions.” (page 12)</p> <p>(Note: You should include additional information from this resource in this same blank.)</p>	<p>reason= reading comprehension</p> <p>(Note: You may need the same tag or a different one.)</p>
<p><u>Author:</u> Rebekah Nathan <u>Title of source:</u> My freshman year: What a professor learned by becoming a student. <u>Title of container:</u> <u>Other contributors:</u> <u>Version:</u> <u>Number:</u> volume 6 no. 2 <u>Publisher:</u> Cornell University Press <u>Publication date:</u> 2007 Spring <u>Location:</u></p>	<p>links low levels of reading comprehension to a student’s desire for more personal time (p. 111). (Note: See also A National Endowment for the Arts report (p. 8).)</p>	<p>reason= reading comprehension linked to personal time</p>
<p><u>Author:</u> E.J. Paulson</p>	<p>“In addition, college developmental reading is often seen as consisting of content-area textbook reading and study assistance—a way to “get students through” their other college courses. In some contexts, a focus</p>	<p>reason= no value on comprehension due to</p>

<p><u>Title of source:</u> Self-selected reading for enjoyment as a college developmental reading approach</p> <p><u>Title of container:</u></p> <p><u>Other contributors:</u></p> <p><u>Version:</u></p> <p><u>Number:</u></p> <p><u>Publisher:</u> <i>Journal of College Reading and Learning</i></p> <p><u>Publication date:</u> 2006</p> <p><u>Location:</u> Ithaca</p>	<p>on skill building can be beneficial for many aspects of students' academic lives given an appropriate metacognitive, strategy-construction approach." (p. 51)</p> <p>"a study-skills approach to college developmental reading falls short. Instead, we must focus on encouraging and instilling in developmental reading students the belief that reading has intrinsic value" (p. 52)</p> <p>"This trend toward giving troubled readers less authentic reading than their more proficient classmates is replicated in college developmental reading classes if the class is built around word analysis instead of being built around reading real texts." (p. 53)</p>	<p>instructor's approach</p>
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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

Lesson 6: Finalizing and Publishing the Draft

Focus Standard(s): W.10.8, L.10.1a

Additional Standard(s): W.10.4, W.10.5, W.10.6, W.10.7

Estimated Time: 4-5 days

Text(s): [“Are You Solving the Right Problems?”](#) by Thomas Wedell-Wedellsborg; Student research drafts

Resources and Materials:

- Handout 1.2: Learning Targets for the Unit
- Handout 1.3: Performance Task Checklist/Grade Sheet
- Student access to a computer lab or laptops
- [APA](#)
- [Correlative Conjunctions and Parallelism](#)
- [MLA](#)
- [Parallelism Tutorial](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- Assessing others’ writing can help to learn techniques and strategies that will strengthen your own writing.
- The standard format and appropriate style guide (MLA, APA, Turabian, etc.) for citations will differ based on the discipline.
- Each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to) headings, subheadings, numbered lists, charts/graphs, illustrations, and maps.
- When using items in a series, all the items (e.g., nouns, verbs, adjectives, adverbs, prepositional phrases, infinitives, gerunds, participles, etc.) need to be the same form
- Correlative conjunctions (either/or, neither/ nor, not only/but also, whether/or, but/also) join two parallel parts.
- Sentences within a passage can also have parallel structure for emphasis.

Students will complete the following actions:

- Use the appropriate style guide based on the discipline.
- Explain the purpose (e.g., compare or contrast) of parallel structure.
- Choose the appropriate conjunction for that purpose.
- Identify errors in parallel structure.
- Demonstrate appropriate use of parallel structure in writing.
- Demonstrate appropriate and accurate citations based on the discipline.
- Demonstrate appropriate use of conventions based on the discipline.

Guiding Question(s):

- How do I follow a standard format for citation?
- How do I effectively structure my sentences so that they are parallel?
- How do I revise and edit based on my needs?

Vocabulary

Academic Vocabulary:

- Parallelism or Parallel Structure
- See previous lessons for other words to review.

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

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 **Handout 1.2: Learning Targets for the Unit** and **Handout 1.3: Performance Task Checklist/Grade Sheet** to understand the lesson targets mentioned above. Explain to students that the ultimate goal is that they refine their writing so that it is ready for publication, in whatever way they plan to publish it.

Anticipatory Set/Introduction to the Lesson

Display the following sentences:

- Mary likes to hike, swim, and ride a bicycle.
- The salesman expected that he would present his product at the meeting and that there would be time for him to show his slide presentation.
- The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and irregular verbs.

Ask for volunteer to discuss what these sentences have in common. Eventually, lead students to the conclusion that they all have items in a series/multiple items or ideas listed.

Using the cutouts from **Handout 6.2**, explain the concepts of parallelism. Explain that each item in the list should be equal to other, meaning they should be the same type of grammatical structure. For example, if the list of items starts with a noun, the rest should be nouns. The same for a verb, the tense of a verb, an adjective, an adverb, a preposition, a phrase, or a clause.

- ✓ Have students Think-Pair-Share their initial idea for a rule that explains parallelism.

Activity 1: Parallel Structure Mini-Lesson

Note: This mini-lesson can occur earlier in the unit and reviewed throughout if it feels more appropriate. If so, this time would just be a review.

Provide students with this [Parallelism Tutorial](#). Have students refine or add to their rule they created earlier.

Explain [correlative conjunctions and parallelism](#). Have students refine or add to the rule they created.

Explain why parallelism is important to a reader to avoid confusion. Explain other uses, such as using it as a rhetorical device (e.g., Martin Luther King, Jr.'s "I Have a Dream Speech").

- ✓ Have students search through ["Are You Solving the Right Problems?"](#) by Thomas Wedell-Wedellsborg and identify various types of parallel structure. Have them imitate those sentences. Provide feedback on their imitations.

Explain how common errors are made in parallel structure and how to correct it. Also, explain and show students how to combine sentences to make them parallel. Have students highlight all of their sentences that are parallel to check for parallel structure. Students should revise and edit sentences as necessary.

Activity 3: Individualized Conventions of Standard English Revision Mini-Lesson

Based on your ongoing viewing of students' written products, determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon.

Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need among students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their research paper. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Activity 3: Citing in a Standard Format

Provide students with access to the appropriate style guide (e.g., [APA](#), [MLA](#), etc.), and discuss common errors made in both types of formatting. Start with in-text citations. Have students analyze how to correctly format in-text citations. Then have students apply that knowledge to their paper. Be sure to note the common problem of period placement with a parenthetical citation.

Choose other aspects of students' research papers concerning correct formatting specifically, such as a reference page. Have students analyze correct ways of formatting and then applying it to their writing. Be sure to have them focus on one aspect at a time if it is overwhelming to them.

Activity 3: Final Evaluation

Have students conduct a final evaluation of their own papers and publish in the appropriate manner.

Extension:

Have speakers who are business people from the community present on how they use problem solving in their jobs.

Reflection and Closing

- ✓ Have students write a letter to their future selves explaining how they will apply what they have learned in the future.

Homework

No homework.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org