



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 10

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