



MISSISSIPPI  
**EXEMPLAR**  
Units *&* Lessons

ENGLISH LANGUAGE ARTS

**Grade 8**

## Lesson 6: Scaffolding the Research

**Focus Standard(s):** W.8.2, W.8.7

**Additional Standard(s):** RI.8.2, W.8.3c, W.8.5, W.8.8, W.8.10, L.8.1d, L.8.6

**Estimated Time:** 11-12 days

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

**Resources and Materials:**

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire (optional)
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#) (optional)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Read Write Think lesson](#)
- Ted Ed video [“This App Makes It fun to Pick Up Litter”](#)

**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/revise 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 ideas and people concerning student motivation.

#### 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><b>In-CONTEXT Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right.</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the CPR context clue strategy.</li> </ul>
<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right.</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
<b>Symbol</b> <span style="float: right;"><b>Type of Text and Interpretation of Symbol</b></span>	
	<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>
<b>Instructional Plan</b>	
<p><b>Anticipatory Set/Introduction to the Lesson</b></p> <p>Tell students that they will watch Ted Ed video <a href="#">“This App Makes It fun to Pick Up Litter”</a>. Direct students to answer the following questions as they watch the video:</p> <ul style="list-style-type: none"> <li>What data and information did he collect?</li> <li>What was his purpose?</li> <li>How did he collect his data?</li> <li>What conclusions did he make from his data?</li> <li>How did he use it to help others?</li> </ul> <p>Replay the Ted Ed video <a href="#">“This App Makes It fun to Pick Up Litter”</a> from Lesson 2. Have students discuss the answers to the questions.</p>	

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

See this [ReadWriteThink resource](#) and review objectives with students.

### Activities 1-9: Scaffolding the Research Presentation

See this [ReadWriteThink resource](#) to scaffold students through the research process and adapt appropriately.

**Note 1:** For Session 1, **Handout 1.5** and the unit rubric may be more appropriate than the Example Student Research Paper and the ReadWriteThink provided rubric. However, determine the appropriateness based on your students' needs.

**Note 2:** For Session 2, students have already collected their information for the literature review, but you may choose to have them complete additional research based on their needs or readiness.

**Note 3:** For Session 3 and 4, **Handout 1.5** may be more appropriate than the Example Student Research Paper. However, determine the appropriateness based on your students' needs.

**Note 4:** For Session 5, **Handout 1.5** provides an original research example survey based on a research question.

**Note 5:** Add an additional section to show how to create an effective introduction to a study.

**Note 6:** Add an additional section to allow students time to reflect on how they made connections among and distinctions between ideas. Use the previous lessons and rubric to guide feedback and discussion about their revisions.

## Homework

Over multiple days (during Session 5), students should collect information as needed from sources outside of school (e.g., focus groups, interviews, and surveys) and bring back to group.

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

For training or questions regarding this unit,  
please contact:

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