

FINDING EVIDENCE 3

Thursday, November 15, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

PRACTICE WITH READING AND WRITING QUESTIONS THAT ASK FOR EVIDENCE

-Hand out or share digitally, [The Scottsboro Boys by Jessica McBirney](#) from CommonLit. Hand out or share digitally the [Unlocking Informational Text](#) guide from the ELA 6-12 Webpage. Tell students to use the marking strategies from Unlocking Informational Text handout on *The Scottsboro Boys* article as they read it to help them analyze the article. They may want to read the article at least twice for maximum analysis.

-Handout or share digitally, [Citing Evidence Questions for The Scottsboro Boys](#). Ask the students to complete the first five questions. Then, go over the answers with them, discussing how the correct answer is correct. Here are the correct answers: **1. A, 2. B, 3. B, 4.C, 5. Varied, but here are some possibilities—" The trial was held in Scottsboro just two weeks after the arrests," "The judge scheduled the executions for mid-July, the earliest the law would allow," "the retrial process was slow and contentious," "Years later, in 2013, the Alabama Board of Pardons and Paroles granted posthumous¹⁶ pardons."**

(NOTE: The questions included on the [Citing Evidence Questions for The Scottsboro Boys](#) sheet are not the exact ones included on CommonLit with the article—there have been additions and deletions to hone in on Standard 1. So, if you decide to have your students read *The Scottsboro Boys* online at CommonLit, only some of the aligned questions will be the same.)

-Next, have the students pair up and talk about which of their answers were right and which ones they got wrong. For the ones they got wrong, have them explain why they got it wrong and how they could have gotten the correct answer. Give each person in the pair one minute for their talk/explanations.

-Now, have the students look at the final question on the [Citing Evidence Questions for The Scottsboro Boys](#). It is an essay prompt that has a possible thesis for the answer by grade level. The question asks them to write one body paragraph based on the prompt and given thesis. Tell them to think back to the work they did at the *Putting Evidence in Your Own Sentences* stations the last two weeks. They should emulate that work here. The question gives an acronym for what belongs in a body paragraph based upon the work done in the past two weeks and the October 18th lesson. The answer for question 6 varies some by grade-level. Just be sure to see that students are following the acronym/sentence guidelines to develop a complete body paragraph that supports the outline below.

(NOTE: If your class decided its own acronym for body paragraphs in the October 18th lesson, just substitute it for the one in this lesson.)

P-This is the topic sentence of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay. It can be one or two sentences.

IECE-This sentence explains or elaborates on the point/topic sentence and includes textual evidence/citations.

IECE-These sentences elaborate more on the point/topic sentence and gives more textual evidence/citations.

IECE-This sentence elaborates more on the point/topic sentence and gives more textual evidence/citations.

T-This sentence/these sentences act(s) as a transition to the final idea/sentence which is going to tie the point of the paragraph to the thesis of the essay and may give more textual evidence/citations.