**Evidence, Reference, and Elaboration**

**Guidance**

This mini-task is well suited for students in various grade levels as a pre-writing activity. It provides guidance for students as they begin locating the evidence to reinforce the claim made within their thesis statement, helps eliminate plagiarism, and prompts students to elaborate upon the research in order to strength their argument.

**Standards**

ELA.9.27 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 (e.g., MLA or APA).

ELA.10.27 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and 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 (e.g., MLA or APA).

**Lesson Plan**

After students have gathered information from multiple sources, the teacher will review how to complete the **Evidence/ Reference/ Elaboration** chart, using the sample (This sample includes one box completed, and you may wish to edit it to include research that is relevant to your given assignment.) included. The teacher will explain that this chart allows students to assess the information they have gathered for their writing assignment, and determine how to utilize the research within their written work.

Pass out the **Evidence/ Reference/ Elaboration** chart to students.

Students complete the Evidence/ Reference/ Elaboration chart as a pre-writing activity.

Teacher formatively assesses the chart by monitoring students’ use of the chart.

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| ***Evidence***  ***Quote or paraphrase*** | ***Reference*** | ***Elaboration***  ***explanation of how this evidence supports ideas or argument*** |
| “the label of "shrew" is misplaced with dear Kate and should be rightfully placed in the lap of Bianca” | "Role of Women in Shakespear's The Taming of the Shrew." 123HelpMe.com. 05 Mar 2016      <http://www.123HelpMe.com/view.asp?id=14735>. | Once Petruchio enters the picture as a suitor for Katherine, there is a shift in Katherine’s behavior; she is frustrated, yet intrigued by the playful batter. Her previously label of “shrew” begins to unravel. |
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| ***Evidence***  ***Quote or paraphrase*** | ***Reference*** | ***Elaboration***  ***explanation of how this evidence supports ideas or argument*** |
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