

Lesson Plan: Integrating Evidence into Body Paragraphs Using ICE Structure

Spring 2026

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Course	English Composition II
Level	B1-B2 (CEFR)
Major	Electronics and Information Engineering
Duration	90 minutes
Topic	Building Evidence-Based Arguments about Energy Demand from AI and Data Centers
Prior Knowledge	Students have drafted thesis statements; basic paragraph structure introduced in Composition I; familiar with TSSC (like PEEL) format
Learning Need(s) Addressed	• Addresses issue of students dropping evidence into their TSSC paragraphs without explicit explanation of how/why particular evidence selected proves their claim i.e., leaving out warrant in CEW structure; • reinforces need for and location of in-text citations; • reinforces/expands prior signal phrase/referring verb familiarity

MOE-Aligned Learning Objectives

By the end of this lesson, students will be able to:

1. **Identify and classify** signal words and phrases according to their rhetorical function (introduction, citation, explanation, contrast, emphasis) in academic writing, demonstrating awareness of academic conventions.
2. **Apply ICE (Introduce-Cite-Explain) structure** to assemble scrambled evidence sentences into logically ordered body paragraphs that support a thesis claim and use appropriate in-text citation.
3. **Compose an original body paragraph** of 4-8 sentences using at least one piece of evidence introduced with accurate signal words and APA-style in-text citation; link their evidence explicitly to a major point supporting their thesis statement about energy demand solutions.

4. **Evaluate peer paragraphs** for well-supported argumentation, logical coherence, and citation accuracy using a structured rubric and provide actionable revision feedback. [If time allows/Homework]

Materials and Preparation

Material	Quantity/Notes
Scrambled ICE sentence sets (Sets 1-6, cut into strips)	6 envelopes, one per team
Signal word reference handout	One per student
Evidence statement packets (25 statements from previous lessons)	One per student
Peer review rubric	One per student
Blank paragraph template (TSSC structure)	One per student
Timer/stopwatch (phone)	For pacing activities
Whiteboard/PPT	For modeling and debrief

Lesson Procedure

Phase 1: Activation and Recognition (15 minutes)

Time	Activity	Teacher Action	Student Action
0:00-2:00	Warm-up: Signal Word Speed Dating	Display signal phrases (PPT); prompt thumbs up/down/sideways	Judge formality/academic tone of each phrase
2:00-8:00	Mini-lecture: Four Functions of Signal Words & Special Referring Verbs	Present categorized list (introduce, cite, contrast, emphasize); model with sample sentence	Take notes; choral read selected phrases; evaluate writer's perspective on author's views indicated by phrase
8:00-15:00	Rapid Fire: Citation or Conversation? Believe or Not?	Read claims aloud; clarify reasoning after each vote	Shout "CITE!" or "CHAT!"; YES!/NO!; justify choices;

Key language focus: Distinguishing common knowledge from claims requiring evidence; recognizing strong vs. vague attribution, determining writer's perspective

Phase 2: Guided Practice — ICE Paragraph Sort (20 minutes)

Time	Activity	Teacher Action	Student Action
15:00-18:00	Instructions and modeling	Demonstrate Set 1 on board; think aloud sorting logic; why questions	Observe; ask/answer clarifying questions
18:00-30:00	Team race: Sets 2-6	Circulate; check sorted paragraphs; award points for accuracy + speed	Sort sentences into I-C-E order; identify Set 3 problem (missing citation)
30:00-35:00	Debrief: Why this order?	Elicit rules: compare effect of phrases, point out citation position & format; reinforce explanation sentence function	Articulate rationale; notice and integrate conventions into schema; consolidate knowledge of paragraph structure

Differentiation: Faster teams rewrite their sorted paragraph as flowing prose using transition words from last week.

Phase 3: Focused Input — “ICE” Burger analogy = Evidentiary ‘Meat’ of TSSC Paragraph Structure (15 minutes)

Time	Activity	Teacher Action	Student Action
35:00-40:00	Elicit prior TSSC (Topic/Support /Show/Conclude) body paragraph framework & link to ICE w/ ‘Burger’ analogy	TSSC On Board/PPT; elicit recall of each sentence's function (cold call/volunteers); Visually link templates using “Burger” drawing and analogy: ICE = evidentiary ‘meat’ of TSSC: Topic sentence needs Support = ICE → “I” = Introduce supporting evidence with signal phrase, then Cite → then ICE “E”, Explain to Show evidence fits; end with TSSC “C”, Concluding/ linking sentence	Recall/Activate prior knowledge; volunteer/respond to questions; Annotate template handout; compare TSSC with ICE to burger structure

Time	Activity	Teacher Action	Student Action
40:00-47:00	Model paragraph construction	Live-write paragraph on screen using Set 2 evidence; verbalize decision-making	Read aloud; identify each TSSC component; suggest alternative signal words
47:00-50:00	Thesis alignment check	Prompt: "How does this paragraph prove your thesis?"	Pairwork oral rehearsal: sanity check on resulting paragraphs: one student explains connection to partner & switch

Key language focus: Thesis statement as "promise"; body paragraphs as "delivery" linking back to thesis.

Phase 4: Independent Production — Drafting Workshop (30 minutes)

Time	Activity	Teacher Action	Student Action
50:00-55:00	Evidence selection and planning	Distribute evidence packets; prompt matching to thesis points	Select 1-2 evidence statements; complete TSSC outline
55:00-75:00	Silent drafting	Circulate; conference individually with 3-4 students; troubleshoot citations	Draft 4-8 sentence paragraph with full ICE integration
75:00-80:00	Self-check against criteria	Display checklist on screen	Verify: signal word variety, citation accuracy, explanation logic, thesis link

Scaffolding: Provide sentence starters for explanation ("This shows that..."; "Higher efficiency means...")

Phase 5: Peer Review and Closure (10 minutes)

Time	Activity	Teacher Action	Student Action
80:00-87:00	Pair exchange and rubric review	Distribute peer review rubric; model one example feedback comment	Read partner paragraph; complete rubric; write one strength + one revision target

Time	Activity	Teacher Action	Student Action
87:00-90:00	Exit ticket and preview	Collect drafts; announce homework (revise based on feedback; bring two copies next class)	Submit draft + peer review rubric; note homework

Assessment and Feedback

Component	Weight	Criteria
ICE burger accuracy (in-class)	Formative	Correct I-C-E order; identification of missing citation
Draft paragraph	15% of unit grade	TSSC structure; accurate citation; logical explanation; thesis alignment; signal phrase appropriacy
Peer review completion	Formative	Rubric filled; specific, actionable comments, possible extra credit for outstanding work
Revised paragraph (homework)	20% of unit grade	Integration of peer feedback; grammar & mechanics error correction; improved coherence

MOE Alignment

MOE Competency Standard	How This Lesson Addresses It
Cross-cultural communication (《大学英语教学指南》)	Students engage with international academic genres (APA citation; argumentative structure) and disciplinary English (engineering/energy policy vocabulary).
Critical thinking and innovation (《普通高等学校本科专业类教学质量国家标准》)	Evidence evaluation, claim-evidence matching, and peer critique develop analytical reasoning essential for engineering problem-solving.
Disciplinary literacy (《新工科建设指南》)	Explicit focus on genre conventions of technical/academic writing; authentic engineering sources; thesis-driven argumentation.

MOE Competency Standard	How This Lesson Addresses It
Collaborative learning (《高校课程思政建设指导纲要》)	Peer review and team assembly tasks build professional communication norms; energy policy content supports "ecological civilization" (生态文明) values.

Appendices

Appendix A: Signal Word Reference Handout

Function	Phrases
Introducing source	According to... / As Smith notes, ... / Research by... demonstrates that... / Findings from... suggest that...
Introducing statistics	Statistical evidence from... indicates that... / Data compiled by... reveal...
Explaining significance	This reduction is critical because... / This means that. . . / This matters for China's energy strategy because...
Adding evidence	Furthermore,... / In addition,... / Similarly,...
Contrasting	However,... / Conversely,... / By contrast,...
Concluding/Linking	Therefore,... / Consequently,... / This evidence supports the argument that...

Appendix B: Peer Review Rubric

Criterion	Excellent (4)	Satisfactory (3)	Needs Revision (2)	Incomplete (1)
Topic sentence	Clear claim that supports thesis; signals paragraph content	Identifiable claim; weak thesis link	Vague or overly broad	Missing or irrelevant
Signal phrase	Varied, appropriate, well-chosen to express writer's view of quoted material	Appropriate but repetitive	Weak or informal ("says," "talks about")	Missing
Citation accuracy	Author(s), year, page if specific statistic included & placed accurately	Minor error in format or detail	Incorrect or incomplete	Missing
Explanation	Explicitly connects evidence to TS claim AND back to thesis; addresses "so what?"	Connects evidence to topic only	Restates evidence without analysis/explanation	Missing or irrelevant explanatory sentence
Concluding link	Returns to thesis and/or transitions to next paragraph	Returns to paragraph topic	Weak or formulaic	Missing

Appendix C: TSSC + ICE Body Paragraph Template

[T] _____
 (Topic sentence must state your claim & link its support to thesis)

[S] _____
 (Introduce your evidence—what facts, statistics, quotes, logic, etc. **support** your topic sentence claim?)
 (Cite: According to [Author] ([Year]), [specific statistic/fact].)

[S] _____
 (Explain: **show** why this evidence matters! How does it prove your claim?)

[C] _____
 (Conclude: Restate claim; link back to thesis; transition forward)