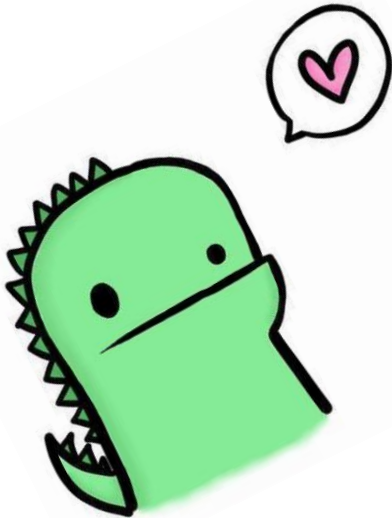
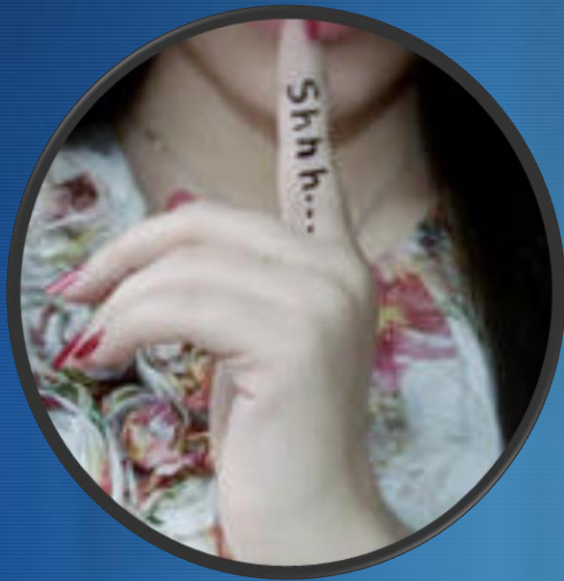


* Welcome Back!

- ◆ **Any test corrections to turn in for 100 OTP?**
- ◆ **SSR**
- ◆ **Review Short Answer Response Survey:**
How do your responses match up to what they were actually scored?
- ◆ **Notes on quotes & group work**
- ◆ **Next Class:** PSAT review, Revise Short Answer, Reading Project due next week!





SSR

Get out your book, 1-pager, or reading project
10 minutes of SILENT reading work

5th

6th



Notes time!

- ◆ Take out a sheet of paper
- ◆ Put your MLA heading in the upper LEFT corner:
 - ◆ Your Name
 - ◆ My Name
 - ◆ Eng II
 - ◆ January 14, 2015
- ◆ Create a title:
 - ◆ Five Simple Rules: Embedding quotes
- ◆ Write the Essential Question (EQ):
 - ◆ How can I use evidence SMOOTHLY in my writing?

Five Simple Rules: Embedding Quotes

- ◆ 1. **Introduce the source** (the **author** and the **title**) the quote is coming from when you can:
 - ◆ In the “Custom of the Country” by Edith Wharton, ...
- ◆ 2. **Give your titles a treatment**, either underlined/italics OR surrounded by quotation marks.
 - ◆ “Harrison Bergeron”
 - ◆ *Brave New World*
 - ◆ Mockingjay

Five Simple Rules: Embedding Quotes

2. cont'd. How do you know which title treatment to use?

- ◆ **Underlining = italics.** They are the same thing. Just choose one to use and stick with it.
- ◆ **LONGER sources** (books, entire newspapers, entire magazines, entire encyclopedias, etc.)= **UNDERLINE/ITALICIZE**, like they are so heavy they're being squished:
 - ◆ *EXAMPLE: Animal Farm or Animal Farm*
- ◆ **SHORTER sources** (poetry, short stories, articles from a newspaper, articles from a magazine, articles from an encyclopedia, etc.) = **QUOTATION MARKS**, like they are so light, they are going to fly away on little quotey wings:
 - ◆ *EXAMPLE: "Custom of the Country," "Harrison Bergeron," "We Real Cool."*

Five Simple Rules: Embedding Quotes

3. **NEVER let a quote sit by itself.** *Fold* the quote into your words. INTRODUCE with signal phrases (refer to you're A.T.E. foldable):
 - ◆ For example, when the author states, "...” and later that "...” this shows....
 - ◆ This is also seen when (character) says "...”

4. **Be SELECTIVE.** You do not always need an entire sentence as a quote. Pick out key words or phrases to leave room for you to explain. This shows a greater knowledge of the story. (p.s. commas and periods go inside quotes)
 - ◆ He thinks books that are “**too valuable to be taken down**” are useless.
 - ◆ He goes to a “**fashionable private school,**” and he had “**not been back since Christmas.**”

5. **Use ellipses.** If you want to take out part of a quote that's getting in the way, feel free to take it out (as long as you aren't twisting the original meaning). Just use an ellipses (. . .) to show the reader you've left something out:
 - ◆ His “**sense of isolation**” is not muted by “**gold baskets . . . crystal decanters . . . little dishes full of sweets . . . and branching candelabras.**”

Apply your rules!

- ◆ Take out a piece of paper and write your group members names.
- ◆ **Each student** should record the corrections for at least one exercise for your group. **Write your name beside the exercise you correct.**
- ◆ Look at the paper at each table, and on your own sheet of paper, correct the errors and flaws in the quotations:
 - ◆ How can long quotes be shortened, introduced, or explained?
 - ◆ How does punctuation or title treatment need to be changed?

◆ Time Left in Class:



Apply your rules!

- ◆ Take out a piece of paper and write your group members names.
- ◆ **Each student** should record the corrections for at least one exercise for your group. **Write your name beside the exercise you correct.**
- ◆ Look at the paper at each table, and on your own sheet of paper, correct the errors and flaws in the quotations:
 - ◆ How can long quotes be shortened, introduced, or explained?
 - ◆ How does punctuation or title treatment need to be changed?

2nd Period

