* 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
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*
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 a 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?