



ELA Virtual Learning

English II

May 14, 2020

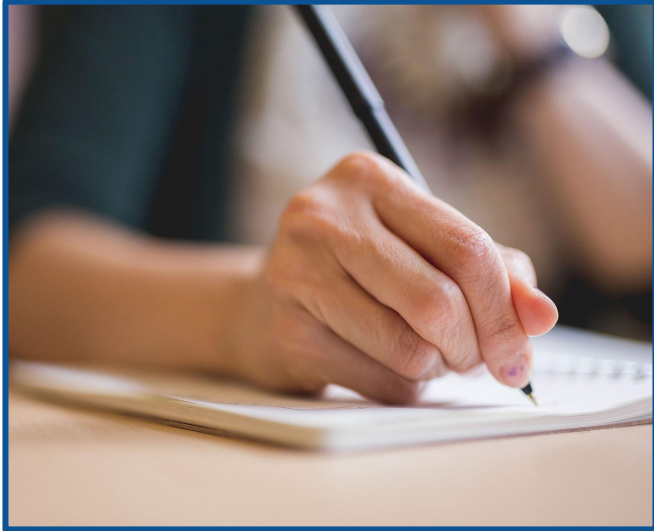


English II
Lesson: May 14, 2020

Objective/Learning Target:

- I can integrate textual evidence into my own writing with paraphrasing and direct quoting.

BELL RINGER



After conducting research, another difficult task people struggle with is integrating their evidence into their own thinking.

Consider your past experience writing informative and argumentative texts in class and answer the questions below.

- **When integrating evidence, do you prefer to using direct quotations, paraphrasing, or summarizing? Why?**



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Academic writing often requires students to use evidence, and learning how to use evidence effectively is an important skill for writers to master. Integrating evidence into your own writing can be done in three different ways.

- **Quotation**, which is anything from a word to several sentences taken word-for-word from the original source and enclosed in quotation marks.
- **Paraphrase**, which is a rephrasing in your own voice and sentence structure of one portion of the original source and is about the same length as the original sentence or sentences you are paraphrasing.
- **Summary**, which is shorter than the original source and gives the text's central idea in your own words

Students often struggle with writing because they don't know how to shape their thoughts into clear sentences.

The truth, however, is that writing is a skill no different than driving a car or shooting a basketball. It involves practicing many small “moves” over and over until you perform the skill perfectly without even having to think about it.

Let's take a look at a series of “moves” or sentence frames good writers keep in their back pocket when integrating evidence into their own writing!





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Move #1: Making a Point

The following sentence frames can help you make the “making a point” move, in which you describe one of your many reasons for believing in your claim. Use the transition word sets below to begin each body paragraph.

One important reason --- An equally vital reason --- The most vital reason

To begin --- In addition --- At last

Initially --- Furthermore--- Consequently

Example:

One vital reason education needs reform is because it fails to prepare graduates for life after schooling.

An equally vital reason education needs reform is because it relies too heavily on standardized tests.

The most vital reason education needs reform is because it organizational structure is severely out of date.



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Move #2: Setting up Evidence

The following sentence frames can help you make the “setting up evidence” move, in which you introduce the source of your evidence. Give the author’s name, author’s credentials, article title, and a brief summary.

In his/her article “ _____ ”, X discusses _____.

In his/her article “ _____ ”, X investigates _____.

In his/her article “ _____ ”, X explores _____.

In his/her article “ _____ ”, X examines _____.

Example:

In his article “10 Reasons the U.S. Education System is Bad,” Matthew Lynch explores the most destructive factors affecting our education system.



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Move #3: Delivering Evidence

The following sentence frames can help you make the “introducing a quote” move, in which you provide the exact words from an outside source such as a news article or book.

X states, “ _____.”

X writes, “ _____.”

According to X, “ _____.”

In X’s opinion, “ _____.”

Example:

Lynch writes, “fewer than 40 percent of graduating seniors have mastered reading and math and are poorly equipped for college and career life.”



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Move #4: Explaining Evidence

The following sentence frames can help you make the “explaining a quote” move, in which you provide your own spin on the evidence you just introduced.

In other words, X believes _____.

X is suggesting that _____.

The essence of X’s argument is _____.

Example:

Lynch’s point is that **there is a gap in expectations between school and the real world that should not exist. If a student is able to graduate high school, they should also be able to handle higher education or a career.**



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Let's see it altogether in one coherent paragraph.

One vital reason education needs reform is because it fails to prepare graduates for life after schooling. In his article "10 Reasons the U.S. Education System is Bad," Matthew Lynch explores the most destructive factors affecting our education system. Lynch writes, "fewer than 40 percent of graduating seniors have mastered reading and math and are poorly equipped for college and career life." Lynch's point is that there is a gap in expectations between school and the real world that should not exist. If a student is able to graduate high school, they should also be able to handle higher education or a career.

Now that we have reviewed how to integrate textual evidence, let's practice by discussing the benefits and setbacks of school start times!

Use the information from slides 4-10 to integrate evidence from Patti Neighmond's article "Sleepless No More in Seattle" linked [here](#) and answer the prompt below.

- **Prompt: Why should school bell schedules be later in the morning? Explain your stance using the four writing "moves".**





PRACTICE ANSWER KEY *(Answers will vary)*

- **Check your answer to make sure your response meets the following criteria:**
 - **Did you write in complete sentences and answer the questions?**
 - **Did you use standard conventions (spelling, punctuation, grammar)?**
 - **Did you provide a claim, evidence, and explanation?**
 - **Did you provide an in-text citation?**

PRACTICE ANSWER KEY *(Answers will vary)*

Prompt: Why should school bell schedules be later in the morning? Explain your stance using the four writing “moves”.

-  **Claim**
-  **Summary**
-  **Evidence**
-  **Explanation**

One reason school bell schedules should begin later is because it would improve student academic achievement. In her article “Sleepless No More in Seattle”, Patti Neighmond explores the results of a longitudinal study conducted in the aforementioned city. Neighmond states, “Students who took the biology class after the later start time got final grades that were 4.5 percent higher than students who took the class when it started earlier” (Neighmond, page 1). The nearly five percent increase may not seem like much, but given the common grading system, this improvement could be the difference between an F or a D which would in turn decrease the number of students failing classes.



ADDITIONAL RESOURCES

Integrating Evidence

- [Using Textual Evidence in Essays](#)



REFLECTION

Today's learning targets are listed below:

- 1. I can integrate textual evidence into my own writing with paraphrasing and direct quoting.**

On a scale of 1-5, how confident do you feel with each of today's learning targets?
What did you struggle on? What did you understand the best?

1 = I still need to work on it
5 = I know I've mastered it!