

## Embedding Quotes Lesson Plan

### CONNECT

1. Write for a minute: How do you decide when to use a quotation in a research paper?
2. Pair-Share.
3. Make a list with the group in my daybook under DocCam so the students can see.

### TEACHING POINT

As a group we will construct an understanding of why and how to embed quotes by looking at what authors do.

### TEACH

- 1- Make a list on the board of what the students know already about how and why authors embed quotes. They may say things like... to quote a source or to give credit to another author.
- 2- Read article on Doc Cam *without* quotes.
- 3- Read article on Doc Cam *with* quotes.  
Give out copies for students to use and save.
- 4- Find the quotes. Analyze each quote specifically. (The article I selected was short and had only 2 quotes.) Discuss...
  - 1) Is it clear why the quotation is being used? Is it relevant to and does it help develop the discussion of the piece?
  - 2) Is the quotation clearly and smoothly introduced? Is the reader prepared for it?
  - 3) Does the writer provide enough information about the source of the quotation? If the author or the speaker of the source is an expert, is that made clear?
  - 4) Is the quotation followed up on and woven into the piece?

### ACTIVE ENGAGEMENT

Ask students to choose a second article for their research on quotes. They will work with a partner to find the quotes and analyze them according to these questions. If students finish their research on the first article, ask them to take a look at the second.

- 1) Is it clear why the quotation is being used? Is it relevant to and does it help develop the discussion of the piece?
- 2) Is the quotation clearly and smoothly introduced? Is the reader prepared for it?
- 3) Does the writer provide enough information about the source of the quotation? If the author or the speaker of the source is an expert, is that made clear?
- 4) Is the quotation followed up on and woven into the piece?

### CLOSURE

- 1) Bring ideas back together and reach consensus.
- 2) Add the students' ideas to the chart.

### MATERIALS

Doc Cam or Overhead  
Partners who can work together  
Copies of 3 mentor texts for students – collect 3 samples from newspapers. I selected a research report, a persuasive opinion piece, and a humorous piece.  
For the piece you will model, make a copy and take out the quotes for students to read first. Then make a copy of the same piece with the quotes.

### Reasons Kids Constructed for Embedding Quotes:

1. Saying something that is not original
2. Relating a famous quote or connection
3. Adding important information that helps the reader understand the ideas better.
4. Authorities carry weight.
5. Authors select quotes that embed the main idea or their purpose for writing into the article.
6. Sometimes authors end articles with quotes to leave a strong impression on the reader.
7. Authors add stories that support the main ideas.
8. Authors use proof – facts, numbers, statistics – to support their main ideas.
9. Authors use different details depending on their purpose. Argument writing focuses on proving one idea. Research writing explains two or more main ideas.

## **LINK**

Whenever a writer gets stuck on how to complete the process, he or she turns to the masters in the room – other authors – to envision possibilities.

## **REFLECTION**

Record what you learned that you could apply to the research papers you're writing.

### **Reflections I loved from 8<sup>th</sup> graders:**

- I learned new ways to place quotes in my paper and that in research papers it is good to show differing opinions.
- Quotes are very important to developing a strong research paper. In a research paper you should include both points of view. It is also focused on the main part of the paper because they are used to support your research.
- I learned how to tell the difference between argument and research papers. I also learned how to tell how the quote fits in the paper and how to decide whether a quote goes in a research paper.
- I learned how to use a quotation. I learned you use it when you're saying something that is not original. You quote when it's important information that helps the reader understand better.
- I learned that quotations are useful because they support your ideas and can also show the main idea of the paper.
- I learned that quotations are not just for recognizing what a person says that you put down but for many other reasons that help the reader of your paper understand what you're trying to get across.

### **Follow Up lessons:**

- 1) View how television reporters embed quotations in stories:  
New Orleans: Looking at how authors use quotes:  
<http://www.youtube.com/watch?v=ugV6gcXGPwk>
- 2) Teacher creates a handout of what the students discovered. As the year goes on, students add new learnings to the handout.
- 3) Students consider the same 4 questions as they analyze their own paper. Some students may want to work alone; others may want to work with a partner or two or a writing group.

## Questions to consider when studying mentor texts...

Is it clear why the quotation is being used?  
Is it relevant to and does it help develop the discussion of the piece?

Is the quotation clearly and smoothly introduced?  
Is the reader prepared for it?

Does the writer provide enough information about the source of the quotation? If the author or the speaker of the source is an expert, is that made clear?

Is the quotation followed up on and woven into the piece?