**Integrating Quotations into Analysis Writing**

This is a lesson teachers can use to demonstrate how to effectively integrate quotations into analysis writing. It uses examples from *Lord of the Flies* and *Romeo and Juliet*.

ELA.10.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

* Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
* Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
* Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
* Provide a concluding statement or section that follows from and supports the argument presented..

Directions:

1. Teacher prepares an analysis prompt to accompany a piece of reading. This can be an analysis of fiction or nonfiction. Integrating quotations fluidly into analysis writing does not change based on the type of piece being analyzed.

2. Teacher either downloads “How to Integrate Quotations” PDF or prints it and displays under document camera. Copies should be made for distribution if students are not going to copy these notes. This is a resource students should keep and use as a reference.

3. Teacher can read these notes to the students or ask them to copy the notes. Each starts with an attempt at integrating quotations into a body paragraph. The first example has a list of what is wrong with the integration. The notes then move on to an example that integrates the quotations well.

4. The second example can be given to students in class to attempt a revision together (guided practice). A revised paragraph is provided. The teacher can either work together with students to revise by writing suggestions under the document camera (ELMO) or have students pair up to try before sharing under document camera

5. Teacher can then distribute analysis writing prompt and direct students to use skills shared today to successfully complete analysis prompt. The Word document provides notes and structure for a body paragraph of an analysis essay using PEEE. This is another page that serves as a good resource for students.