

# Grade 6

## Argument Writing - Convince Me

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Grade 6: Argument Writing**

### **Convince Me: Writing Powerful Editorials**

#### **Unit Rationale/Overview:**

This unit centers on argument writing through analyzing and writing an editorial. The editorial format is appropriate for the sixth grade final assessment because it is short, concise, and driven by a focused claim. Developing a claim and writing an editorial emphasize the skills and qualities of critical thinking and problem solving, communication, information and media technology, and integrity that comprise South Carolina's Profile of the South Carolina Graduate

(<http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf>) Students identify an issue and work to solve a problem through discussion and gathering information. Students should be provided with an authentic audience of peers, parents, faculty, staff, administration, district personnel, and/or even board members for this task.

Estimated time frame: two-three weeks.

#### **Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

#### **Targeted Standards and Indicators**

##### **Writing**

**6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.**

6.W.1.1 Write arguments that:

- a. introduce a focused claim and organize reasons and evidence clearly;
- b. use information from multiple print and multimedia sources;
- c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
- d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;
- g. establish and maintain a formal style; and
- h. provide a conclusion that follows from and supports the argument.

#### **Embedded Standards and Indicators**

### **Inquiry-Based Literacy**

**6.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

6.I.1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

**6.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

6.I.2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.

### **Reading-Informational Text:**

**6.RI.4 Read with sufficient accuracy and fluency to support comprehension.**

**6.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as through inferences drawn from the text.

**6.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**6.RI.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

6.RI.11.1 Identify text features and structures that support an author's idea or claim.

6.RI.11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Communication:**

**6.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

6.C.1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text

6.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.

6.C.1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse

	perspectives
<b>6.C.2</b>	<b>Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.</b>
6.C.2.1	Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.
6.C.2.2	Distinguish between credible and noncredible sources of information.
6.C.2.3	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>Clarifying Notes and “I Can” Statements</b>	
<b>Clarifying Notes</b>	
<p>Each lesson is focused on possible ways the teacher could help students meet the “I can” statement. Note that these strategies are not requirements; they are merely suggestions based on successful classroom practice. The lessons are focused on how the skill itself might be taught rather than on the writing of the actual editorial. They can be adapted for most persuasive, argumentative, or research-based writing. Feel free to modify or omit any of the recommendations to meet your needs.</p>	
<p>The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then lets them work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to <i>think through</i> the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (standard and indicator). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components or any other instructional method, based on their knowledge of their students.</p>	
<b>“I Can” Statements</b>	
<p>“I Can” statements are learning targets for what students need to know and accomplish.</p>	
<p><i>Overarching “I Can” statement for the entire unit</i></p>	
<p>I can take a position on a controversial topic and support my position with reasons and evidence from multiple sources. (6.W.1)</p>	

*Individual lesson “I Can” statements*

- I can organize my writing to provide unity and clarity among my claim, reasons and evidence. (6.W.1.d)
- I can integrate my evidence effectively by paraphrasing, summarizing, and/or quoting. (6.W.1.b, 6.W.1.c, 6.W.1.f, and 6.C.2.3)
- I can parenthetically cite my sources, using a standardized citation format. (i.e., MLA, APA). (6.W.1.b and 6.C.2.3)
- I can write a strong concluding statement that calls my readers to action. (6.W.1.h)
- I can develop and strengthen my writing by revising and editing. (6.W.1.e)
- I can cite my sources in a reference list, using a standardized citation format. (i.e., MLA, APA). (6.C.2.3)

**Essential Question**

These are **suggested** essential questions that will help guide student inquiry.

The unit centers on an overarching essential question, which focuses on the purpose of persuasive/argument writing. The unit is then broken into guiding questions for each lesson, which are meant to prompt reflection. One way to incorporate the guiding questions into the lesson may be through bell ringers and/or closings. It may be useful to have students respond to the questions both before and after the lesson in order to see how their thinking changes.

How can persuasive writing be crafted so it motivates the audience and elicits a desired reaction?

**Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

claim

reason

relevant evidence

credible source

unity

clarity

plagiarism

citation

bibliography  
formal style

### **Prior Knowledge**

Students will need to know:

- the definition of claim
- organizational text structures (compare/contrast, cause/effect, problem/solution, chronology, etc.)
- paragraph structure (topic sentence, elaboration, etc.)
- transition words
- the definition of paraphrase, summarize, and quotation
- the definition of plagiarism
- revision and editing techniques (editing marks, definition of revise and edit)

### **Subsequent Knowledge**

In 7th grade students will be asked to expand upon the pieces of an argumentative piece by

- acknowledging alternate/opposing claims
- organizing reasons and evidence logically
- using relevant information from multiple sources
- supporting claims with logical reasoning and accurate sources
- developing the claim providing credible evidence and data for each
- following a standard format of citation
- using a formal style and objective tone
- providing a concluding statement or section

### **Potential Instructional Strategies**

**Learning Target: I can take a position on a controversial topic and support my position with reasons and evidence from multiple sources. (6.W.1)**

**Guiding Question:** How does an author support his or her opinions?

- Model (I do): Choose an article on a controversial topic, from a source such as Debate! from Time for Kids
  - Create a three column chart with headings: Claim, Reasons, Evidence

<b>Claim</b>	<b>Reasons</b>	<b>Evidence</b>
--------------	----------------	-----------------

- |  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Read the article and identify the claim, reasons, and evidence
  - Discuss the importance of supporting claims and reasons with specific evidence (consider discussing the guiding question)

- Guided Practice (We do): Students can practice identifying claim, reasons and evidence with another article.
- Independent Practice (You do): Students choose a controversial topic of interest, develop a claim and provide reasons. Students will then examine multiple sources on their topic to provide evidence for their points of support.

### **Other Argument Topic Websites**

Debate! Time for Kids article on food waste

<http://www.timeforkids.com/news/debate/363376>

Procon.org - pros and cons of argumentative issues

<http://procon.org>

Scholastic Debate of the Week - (you must sign up if you have not done so) Debate topics change each week, and clicking the link will take you to the current week's debate

<http://sni.scholastic.com/Debates>

New York Times Room for Debate - professionals in different fields weigh in on current topics

<http://www.nytimes.com/roomfordebate>

Debate.org - public debate forum

<http://debate.org>

**Learning Target: I can organize my writing to provide unity and clarity among my claim, reasons and evidence. (6.W.1.d)**

**Guiding Question:** How does an author organize his claims, reasons, and evidence in an editorial?

- Model (I do):
  - Find sample editorials at students’ comprehension level (see recommended websites in the Resources section)
  - Use highlighting to identify the claim, reasons, and evidence within the piece
  - Circle/ underline transition words
  - Discuss how the piece is organized
  
- Guided Practice (We do):
  - Direct students to work in small groups to highlight claims, reasons, and evidence
  - Discuss patterns with students of where claim is placed, how reasons and supporting evidence are in paragraphs together, and transitions make the paragraphs flow smoothly
  
- Independent Practice (You do): Students will use a writing graphic organizer to plan their writing and ideas. After the claim, reason, and evidence are entered into the organizer, students can add appropriate transitions. An editorial organizer can be found at: <http://johnmjames.kprdsb.ca/Teachers/AJackman/downloads/Editorial.pdf>

**Learning Target: I can integrate my evidence effectively by paraphrasing, summarizing, and/or quoting. (6.W.1.b, 6.W.1.c, 6.W.1.f, 6.C.2.3)**

**Guiding Question:** How do we choose which resources to use to support our claims when writing or speaking persuasively?

**Note:**

Before engaging in paraphrasing and summarizing, students need to know how to paraphrase and summarize properly without plagiarizing. Consider providing them with notes or explaining that an effective paraphrase/summary will not include words from the original source (other than essential words, such as proper nouns or technical terms) and that the sentence structure cannot remain the same as the original. When learning to paraphrase, many students may plagiarize by using a thesaurus to substitute synonyms for the original words in the text, without changing the sentence structure.

- Model/Guided/Independent: (Choose a strategy to model and have students continue with guided and independent practice; some suggested strategies are offered)
  - Paraphrasing:
    - Strategy 1: Read the passage; then cover it up. Think about what you read. Write the “gist” or main idea in your

own words. Check it against the original to see if you changed the words and the sentence structure.

- Strategy 2: Introduce students to Handyman Dan’s paraphrasing website (<http://handymanonline.com/Paraphrasing-tool.html>). Copy and paste the original text in the first box. Write the paraphrase in the second box. Show students how to use the color coding, underlining, and strikethrough versions below the second box to check their work.
  
  - Strategy 3: Make the students the experts. Model how to paraphrase a passage. Project or hand out a short passage or sentence, and have students write their paraphrases on individual white boards. Have students come to you to check their work. Students who have paraphrased correctly qualify as experts and can check their classmates’ work and provide individual tutoring, as needed.
- Summarizing: The resources provide descriptions of two types of strategies to help students organize and develop concise summaries.
- Strategy 1: Get the Gist <http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>
  
  - Strategy 2: Burrito Paragraph Summary <http://meridian.adams12.org/sites/meridian.d7sb.adams12.org/files/users/der006323/attachments/Burrito%20Summary.pdf>

**Note:**

Before the next lesson, have students spend time gathering resources and summarizing and paraphrasing their text evidence in the body/development part of their editorial. You might make this assignment in conjunction with the next lesson or consider teaching how to write proper in-text citations before students create their paragraphs. It is generally easier for students to include the citations as they write rather than after they have finished.

**Learning Target: I can parenthetically cite my sources using a standardized citation format (i.e., MLA, APA). (6.W.1.b 6.C.2.3)**

Guiding Question: Why is it important to include parenthetical (in-text) citations that follow a standardized format?

**Note:**

Check with your district to see if there is a requirement that you use a specific citation format (i.e. MLA).

- Model (I do): Write a few sentences of a body paragraph that came from a source. After each sentence, include the properly formatted parenthetical/in-text citation, modeling how to determine what to include (author, title, punctuation, page number, etc.) and when and where to place it. See the [In-Text Citation MLA Cheat Sheet](#) found in the Appendix as a reference.
- Guided Practice (We do): Students could complete the paragraph in pairs, correctly placing the citations.
- Independent Practice (You do): Students write their editorial paragraphs, correctly inserting properly formatted parenthetical citations throughout.

**Automatic Citation Generators**

Bibme.org - creates parenthetical citations for free  
[www.bibme.org](http://www.bibme.org)

Microsoft Word has resources for creating parenthetical citations as students write. Instructions for creating a bibliography and using these features can be found on their support page  
<https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413dabb>

**Learning Target: I can write a strong concluding statement that calls my readers to action. (6.W.1.h)**

Guiding Question: Why does a writer need a Call to Action in an editorial?

- Model (I do): Use a sample editorial and identify the concluding statement. Discuss with students how the concluding statement calls the reader to action.
- Guided Practice (We do): In pairs, give students high interest topics and have them generate a list of possible Call to Action statements. For example, if the editorial is about recycling, students might say the author wants people to recycle their cans and bottles.
- Independent Practice (You do): Students will return to their editorial organizer and develop a Call to Action statement on their own editorial topics.

**Learning Target: I can develop and strengthen my writing by revising and editing. (6.W.1.e)**

Guiding Question: How does the absence of (determine target based on student need: i.e. good organization, proper grammar, proper use of conventions, etc.) detract from the audience’s understanding and enjoyment of a piece of writing?

- Model (I do): STAR revision strategy: (Substitute, Take out, Add, Rearrange) based on Kelly Gallagher’s Writings. <http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf>
  - Create a blank STAR chart; type out the elements of each on paper, and cut them out.
  - Have students work collaboratively to predict where each word goes in the chart.
  - Check their charts against the answers.
  - Using an anonymous student draft, model revising the paper by using STAR.
  
- Guided Practice (We do):
  - Using an anonymous student example or teacher-created example, have students practice revision, using STAR.
  - Have students share their revisions in small groups.
  - Have students work in pairs to revise their own papers, using STAR.
  
- Independent Practice (You do):
  - Have students revise their editorial drafts, using STAR.
  - Use this time to conference with students about their editorials before they submit their work.

**SWANS**

Another Peer Revision/Editing Strategy:

- S-Strengths
- W-Weaknesses
- ANS-And Next Steps

**Note:**

This strategy would be effective either before, during, or after drafting to help students create effective editorials.

**Learning Target: I can cite my sources in a reference list using a standardized citation format (i.e., MLA, APA). (6.C.2.3)**

Guiding Questions: Why is it important to include a list of citations at the end of a piece? Why is it important for your reference list to follow a standardized format?

Note to teacher: Check with your district to see if there is a requirement that you use a specific citation format (i.e. MLA, APA).

- **Model (I do):** Pull up a resource that you have used for modeling. Show students how to format the page properly, with title, double spacing, and hanging indent (or other formatting, as necessary for the style you are using). If technology is available, teach students how to use [bibme.org](http://bibme.org) or [easybib.com](http://easybib.com) to find their source, fill in the missing information, and copy and paste the created citation by maintaining the formatting (pressing ctrl+V in a web-based program such as Google docs or ctrl+alt+V in Microsoft Word [select unformatted text] will paste the material and format it to match the formatting of the document). If technology is not available, consider printing your students a citation cheat sheet such as a color-coded one from the University of Illinois ([http://www.library.illinois.edu/learn/intro/citing\\_source.html](http://www.library.illinois.edu/learn/intro/citing_source.html)) or information from the Purdue OWL website (<https://owl.english.purdue.edu/owl/>).
- **Guided Practice (We do):** Give students a list of references to cite. You might only include the type of sources they will be using for their editorials, or a mixture of source types, depending on your time and needs.
- **Independent Practice (You do):** Students cite the sources used for their editorials on a separate reference page.

**Automatic Citation Generators**

Bibme.org lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks.

[www.bibme.org](http://www.bibme.org)

Easybib.com lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks.

[www.easysbib.com](http://www.easysbib.com)

Microsoft Word has resources for creating parenthetical citations and a reference list as you write. Instructions for creating a bibliography and using these features can be found on their support page

<https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddbb>

### **Citation Style Resources**

Under the Quick Help box on the right, choose the format your students will be using (MLA, APA, etc.) to open a color-coded citation resource created by the University of Illinois

[http://www.library.illinois.edu/learn/intro/citing\\_source.html](http://www.library.illinois.edu/learn/intro/citing_source.html)

The Purdue Online Writing Lab (OWL) is a helpful resource for any citation question about parenthetical and reference citations

<https://owl.english.purdue.edu/owl/>

### **Potential ways to integrate with other content areas:**

An easy integration strategy would be to work with your science or social studies department and align your informational texts and topics with a topic or standard they are currently covering.

- For example, when social studies teacher covering the Reformation or the bubonic plague, students could read articles aligned to those topics and then write about their views on the positive or negative aspects of the Reformation or the exact causes of the bubonic plague.
- Science teachers sometimes have difficulty discussing the importance of the ozone or how to protect it. Students could read articles about global warming or the hole in the ozone and write arguments on whether or not it should be protected, if countries and companies should have limits on emissions, or the best form of protection for the ozone.

### **Potential Assessment Tasks**

Formative or summative tasks that will check students' understanding and/or mastery of the standard and/or indicator.

- The independent practice “I do” components of each lesson may serve as formative checks of students’ understanding of the standard. Additional practices may be included as necessary.
- The culminating performance task (summative assessment) will require students to engage in the writing process to produce a persuasive editorial on a topic of their choice. (6.W.1.1.a-h)
- [The Editorial Assessment Handout, Convince Me: Writing Powerful Editorials](#), found in the Appendix, provides basic guidelines for the development of the piece. These requirements can be modified to meet the needs of students.

Assessing the summative editorial

- The SC Ready Rubric has been provided as the assessment measurement:  
[https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\(3-8\).pdf](https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines(3-8).pdf)

You could also develop an analytic rubric to assess the standards addressed in the unit in order to meet the specific needs of your students.

## **Resources**

### **Debate Resources:**

Debate! Time for Kids article on food waste:

<http://www.timeforkids.com/news/debate/363376>

Procon.org - pros and cons of argumentative issues:

<http://procon.org>

Scholastic Debate of the Week - (you must sign up if you have not done so) Debate topics change each week, and clicking the link will take you to the current week's debate:

<http://sni.scholastic.com/Debates>

New York Times Room for Debate - professionals in different fields weigh in on current event topics

<http://www.nytimes.com/roomfordebate>

Debate.org - public debate forum:

<http://debate.org>

Newsela: Nonfiction literacy and current events.

<https://newsela.com/>

### **Editorial Resources:**

An editorial organizer can be found at:

<http://johnmjames.kprdsb.ca/Teachers/AJackman/downloads/Editorial.pdf>

### **Summarizing and Paraphrasing Resources:**

Get the Gist

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

Burrito Paragraph Summary

<http://meridian.adams12.org/sites/meridian.d7sb.adams12.org/files/users/der006323/attachments/Burrito%20Summary.pdf>

## 6th Grade Editorials

<http://www.spackenkillschools.org/todd/library/assignments/ela/traviseditorial>

### **Citation Resources:**

Automatic bibliography maker

<http://www.bibme.org/>

Create a bibliography

<https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddb>

EasyBib: The free automatic bibliography composer.

<http://www.easybib.com/>

### **Revision Resources:**

The star system

<http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf>

## **Grade 6: Convince Me: Writing Powerful Editorials**

### **Editorial Assessment Handout**

Congratulations! You've been asked to write an editorial for your local newspaper on an issue in your community. An editorial is writing which presents an opinion on an often controversial issue.

You will choose a side of an issue for an **editorial**, either pro (for) or con (against). Using the results of your research, you will write an editorial that will convince the reader to agree with your position. Ensure you include all of the information listed below.

#### **Introduction**

- Introduce the topic
- State your opinion (as a claim) and give clear reasons

#### **Body**

- Support your reasons with evidence from research
- Summarize and paraphrase research
- Provide properly formatted in-text citations for each piece of research used
- Explain how the research proves your opinion is right
- Organize your editorial using transitions

#### **Conclusion**

- Restate your topic, opinion, and reasons
- Call your reader to action: What do you want them to do once they've read your editorial?

#### **Works Cited/Bibliography**

Properly formatted reference citations for all resources used in your research should be provided at the end of your editorial. Each time you use a resource cut and paste its full citation into your Works Cited document.

#### **Writing Process**

- Revise your editorial to include the most relevant and persuasive support and reasons
- Edit and proofread your editorial for correct spelling, grammar, punctuation, and capitalization

Reference Cited:

6th Grade Editorials. (2010). Spackenkill Union Free School District. Spackenkillschools.org. Retrieved June 3, 2016, from <http://www.spackenkillschools.org/todd/library/assignments/ela/traviseditorial>

**Grade 6: Convince Me**  
**In-Text Citations Cheat Sheet for MLA**

	<b>Book</b>	<b>Magazine or Newspaper</b>	<b>Encyclopedia</b>	<b>Website</b>
<b>One Author</b>	<b>Author's last name &amp; page number</b>	<b>Author's last name &amp; page number</b>	<b>Author's last name &amp; page number</b>	<b>Author's last name only</b>
	Tulips will alternate between opening and closing as the day progresses (Remes 26).			Tulips are indeed popular; they are “the world’s third most popular flower after the rose and chrysanthemum” (Jirage).
<b>No Author</b>	<b>Title of book &amp; page number</b>  Tulips seem to be very strong flowers as they “come back stronger every year” ( <u>Tulip Talk</u> 78).  <b>(Not likely to happen)</b>	<b>Title of article &amp; page number</b>  Tulips seem to be very strong flowers because they come back in greater numbers annually (“The Comeback Kids” 123-24).	<b>Title of main entry &amp; page number</b>  Tulips seem to be very strong flowers as they “come back stronger every year” (“Tulips”634).	<b>Title of article only</b>  Tulips, like roses, are symbolic of love, so they would be perfect gifts for Valentine’s Day (“Tulips”).
<b>Two or three authors</b>	<b>Last names of <u>all</u> authors and page number (if a print source)</b>			
	<i>Print Source:</i> Tulips can help you in the kitchen as well; “tulip bulbs are a good replacement for onions in cooking” (Richardson and Grouse 73).			
	<b>OR</b>			
	<i>Web Source:</i> You can substitute tulips for onions when cooking as well (Richardson, Taylor, and Grouse).			
<b>More than three authors</b>	<b>Last name of first author followed by the phrase <i>et al.</i> and page number (if a print source)</b>			
	<i>Print source:</i> You can substitute tulips for onions when cooking (Richardson et al. 73).			
	<b>OR</b>			
	<i>Web source:</i> You can substitute tulips for onions when cooking (Richardson et al.).			

Each in-text citation should directly match one entry of your Works Cited list. If you cite it in the text, you should credit the entire source in your Works Cited. (This works oppositely as well—if you did not cite the work in the text, it should not appear in your Works Cited list.)

**Grade 6: Convince Me**  
**In-Text Citations Cheat Sheet for MLA**

Quoting, Paraphrasing, & Using In-Text Citations: General Rules

- ☆ An in-text citation is used after you use ANY of an author's ideas in your own writing. It does not matter whether you have quoted the author or summarized/paraphrased the information.
- ☆ The citation comes at the end of the sentence that contains information you used from a particular source. If you write a paragraph using information from multiple sources, your citations (as many citations as sources used) will come **DIRECTLY AFTER** the information written about **EACH SOURCE**.
  - **Example—one sentence from one source, followed by information from another:**  
It is no longer just schools requiring students pull up their pants—in Florida, it is now a law (Stone)! The Floridian government passed the law requiring teens to pull up their pants past their boxers two months ago, and it will be implemented in schools this school year (Reid 78).
- ☆ Place the in-text citation:
  - where a pause would naturally occur (at the end of a sentence or before a comma)
  - as near as possible to the material documented
  - **BEFORE** your punctuation (i.e. comma or period)  
*Bad (punctuation incorrect):* Pyramids were constructed “thousands of years ago.” (22).  
*Good (punctuation correct):* Pyramids were constructed “thousands of years ago” (22).
- ☆ You can also cite within your sentence. You have two choices:
  - **Choice 1—full citation at end:** *Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed “thousands of years ago” (Malak 22).*
  - **Choice 2—author mentioned in sentence:** According to Malak, Egyptian pyramids that were constructed “thousands of years ago” can be seen all over the country (22).
- ☆ **NO stand-alone quotes!** Each quote must be connected to your original writing.  
*Bad (stand alone quote):* “The nation of Egypt has more than 80 pyramids that were built thousands of years ago” (Malak 22).  
*Better (combined with original writing):* Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed “thousands of years ago” (Malak 22).
- ☆ Make sure the quote makes sense with what you are writing. Don't include an irrelevant quote just to put one in your writing!
- ☆ Double and triple check that you've copied the words correctly when quoting. You don't want to quote incorrectly.
- ☆ Double and triple check that you've changed the sentences completely when paraphrasing. You don't want to accidentally plagiarize by mimicking the original source!

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