Whose Words?

Use research findings without losing track of their sources

WG.P.4.2.B "Integrate quotes and summaries of research findings into written products while avoiding plagiarism."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the model's summary of measurements, circle the words it quotes exactly, and number the two places where it credits a source. These marks show how the writer separates research from original writing.

Two Stops, Two Sources

(1) In this practice case, a student team compares two bus stops on the same warm afternoon. Its field log, *Stop Shade Survey*, records the temperature of each bench seat at 3 p.m.: 34°C at a stop under a tree and 43°C at a stop in direct sun. The team also records the words of a rider at the shaded stop: "The bench is still warm, but I can sit here." These are classroom practice records, not evidence that every shaded stop is cooler. A writer can report the measurements in new words and quote the rider with clear credit.

(2) Here is a short paragraph written from those records: In the team's *Stop Shade Survey*, the bench beneath a tree measured 34°C at 3 p.m., while the sunlit bench measured 43°C. The nine-degree difference suggests shade could affect how comfortable a stop feels, although two benches cannot establish a citywide pattern. A rider at the shaded stop said, "The bench is still warm, but I can sit here" (rider interview in *Stop Shade Survey*). The writer names the source for the numbers, keeps the rider's exact words inside quotation marks, and avoids presenting either finding as a personal discovery.

(3) Another practice record, *Rain Barrel Notes*, describes a different student team's observations during one storm. Two barrels caught runoff from the same school roof. At the end of the storm, one barrel held 18 liters and the other held 12 liters. The report includes this sentence from the team: "Both barrels filled faster during the heaviest rain." The team did not record how much rain fell over the entire school property. It warns that one storm and two barrels cannot predict the amount a neighborhood might collect. The school has not yet decided whether to install permanent barrels.

2 ANSWER WITH EVIDENCE

Use the passage

1. In one sentence, summarize the bench measurements in your own words and credit the source.

2. Write one sentence that uses the rider's exact words as a quotation and credits the source.

3. What two features of the model paragraph show that the rider's words are not the writer's own words?

4. How does the model avoid making the bench measurements sound like a citywide finding?

3 YOUR TURN

Your own words

Write a three- or four-sentence paragraph on whether collecting rainwater at school is worth exploring. Summarize both barrel findings in your own words, include the report's exact quotation, credit *Rain Barrel Notes*, and explain one limit of the evidence.

ANSWER KEY

Whose Words?

PART 1 · READ AND MARK

Underline the model's summary of measurements, circle the words it quotes exactly, and number the two places where it credits a source. These marks show how the writer separates research from original writing. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In one sentence, summarize the bench measurements in your own words and credit the source.	**According to *Stop Shade Survey*, the shaded bench was nine degrees cooler than the sunlit bench at 3 p.m.**
2	Write one sentence that uses the rider's exact words as a quotation and credits the source.	**A rider at the shaded stop said, "The bench is still warm, but I can sit here" (rider interview in *Stop Shade Survey*).**
3	What two features of the model paragraph show that the rider's words are not the writer's own words?	**Quotation marks identify the exact words, and the citation credits the rider interview in *Stop Shade Survey*.**
4	How does the model avoid making the bench measurements sound like a citywide finding?	**It says shade could affect comfort but that two benches cannot establish a citywide pattern.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Collecting rainwater at school is worth exploring. According to *Rain Barrel Notes*, two barrels under the school roof held 18 liters and 12 liters after one storm. The team reported, "Both barrels filled faster during the heaviest rain" (*Rain Barrel Notes*). Because the team studied only one storm, these findings cannot predict how much water the school could collect over a year.

Accept accurate paraphrases that credit the field log and quotations that reproduce the rider's words exactly. For Part 3, look for distinct source credit, an exact quotation, both barrel amounts, and a limit supported by the passage.