Evidence That Flows

Read a model argument, then weave sources into your own writing.

9-10.W.8.c "Fluently integrate information (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline phrases that name a source, circle information paraphrased or summarized from a source, and number the direct quotation and the writer's explanation of it 1 and 2. Notice how each source becomes part of the writer's point.

The Missing Part of a Laptop Loan

1 At the fictional Cedar High School, the library's laptop loans solve only part of a homework problem. In a four-week trial, staff recorded 72 laptop checkouts, according to the library's pilot report. That total shows students used the program, but it does not reveal whether they could keep the devices powered at home. The same report notes 29 requests for chargers during the trial. A charger request is not proof that a student's battery died, yet the requests point to a practical gap. The school should offer chargers with laptops rather than treating cords as an afterthought.

2 A voluntary student council poll adds a different view of that gap. Of the 60 students who answered, 38 said they shared a computer at home. Because the poll was voluntary, its results cannot describe every student at Cedar High. Still, as the council reports, many respondents depend on access to a device they do not control alone. The library's checkout numbers and the poll together suggest that a loan must work beyond the library doors. Neither source proves that every borrower needs a charger, so the school can start by asking borrowers whether they want one.

3 A note from librarian Ms. Ortiz gives the numbers a human-scale detail: "Students often return for a cord after taking a laptop." Her observation does not measure how often this happens, but it explains why a simple checkout change might help. Cedar High could place chargers beside the loan laptops and record how many borrowers take them for one month. If demand is low, the library can keep its current supply; if demand is high, it can request more cords. This plan responds to the report, the poll, and Ortiz's note without claiming that any one source settles the issue.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write one sentence that introduces Ms. Ortiz's exact words with an attribution different from the model's introduction.

2. In one sentence, paraphrase both figures from the library's pilot report and connect them to the writer's concern about chargers.

3. Write one sentence that brings together the pilot report and the student council poll to support laptop lending, without treating the poll as a survey of the whole school.

4. Use Ms. Ortiz's observation to justify a specific checkout step in one sentence, while making clear that her note gives no count.

3 YOUR TURN

Your own words

Write one paragraph of 70 to 95 words proposing a checkout improvement other than placing chargers beside laptops. Attribute a paraphrase from the pilot report or poll and an exact quotation from Ms. Ortiz, explain how the evidence supports your idea, and acknowledge one limit of the evidence.

ANSWER KEY

Evidence That Flows

HIGH SCHOOL · 9-10.W.8.c

PART 1 · READ AND MARK

Underline phrases that name a source, circle information paraphrased or summarized from a source, and number the direct quotation and the writer's explanation of it 1 and 2. Notice how each source becomes part of the writer's point. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write one sentence that introduces Ms. Ortiz's exact words with an attribution different from the model's introduction.	**As librarian Ms. Ortiz puts it, "Students often return for a cord after taking a laptop."**
2	In one sentence, paraphrase both figures from the library's pilot report and connect them to the writer's concern about chargers.	**The library's pilot report records 72 laptop checkouts and 29 charger requests in four weeks, suggesting that access to cords deserves attention.**
3	Write one sentence that brings together the pilot report and the student council poll to support laptop lending, without treating the poll as a survey of the whole school.	**The library's pilot report records 72 laptop checkouts, while 38 of the 60 respondents to a voluntary student council poll said they shared a computer at home, giving the school two reasons to maintain its lending program.**
4	Use Ms. Ortiz's observation to justify a specific checkout step in one sentence, while making clear that her note gives no count.	**Because librarian Ms. Ortiz says students often return for a cord, the library could post a sign about available chargers, although her note does not say how many students return.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before students leave with a borrowed laptop, Cedar High should have them check the device and ask about missing equipment. According to the library's pilot report, staff recorded 29 charger requests in four weeks, which suggests the question could prevent extra trips. Librarian Ms. Ortiz observes, "Students often return for a cord after taking a laptop." Her note describes a pattern but does not show how many borrowers make that return trip.

Accept different wording when source details, attributions, and qualifications remain accurate. In Part 3, the improvement must differ from placing chargers beside laptops, and the quotation must match Ms. Ortiz's words exactly.