

3-Part Source Integration¹ Lesson Template

The goal of this instructional template is to give teachers effective strategies they can use with AVID Weekly articles. This template is organized in the following way.

1. Rationale
 2. Materials
 3. Instructional Steps
 4. Additional Resources
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Rationale

Where students tend to fail, in terms of academic research papers, is their overuse of citations and lack of discussion of the cited text.

In order to make an in-text citation complete, it needs to be “packaged.” That is, it should be both introduced and discussed. Although there are a variety of ways to package citations, you can begin by using templates below. Then, look at research papers or other texts with citations to see how a source is brought into the text and discussed.

Here is how one common type of citation package is organized into three parts:

Part 1: Introduce the source, the author, and provide comments about the author or source.

Part 2: Provide a paraphrase or direct quotation. (Begin with a verb and end with a parenthetical citation).

Part 3: Comment on why this part of the text is important, relevant to the prompt, or significant in some other way.

Materials

3-Part Source Integration Chart and 3-Part Source Integration Templates

Select an AVID Weekly article and follow the steps.

Instructional Steps

Preparing for the Lesson

- First, sign into AVID Weekly and select a text from the AVID Weekly Matrix.
- Second, click “Teacher Resources” in the top navigation. Then, click “Teacher Preparation.” These questions will help you understand how you want your students reading the text.
- Third, Click on “Setting Expectations.” This page will help you set high expectations for student work.
- Forth, go to “Preparing to Read” to help you develop a prereading plan from the list of teacher strategies and student activities.

¹Features of instructional template and descriptions of the 3-Part Source Integration have been adapted and in places directly copied from AVID's *Critical Reading Deep Reading Strategies for Expository Texts Teacher Guide and Essential Skills for College Readiness*.

Establishing a Reading Purpose

- Provide a reading prompt that guides and supports your students. Refer to AVID's *Critical Reading: Deep Reading for Expository Texts* or *The Write Path English Language Arts Teacher Guides* for more information on developing purposes for reading.

Interacting with the Text

- Go to AVID Weekly's Matrix and download the strategies that are designated for the article.
- Teach students how to use the strategies and have them apply them while reading. You may need to model and scaffold this work along the way. Refer to the AVID Weekly "Instructional Model" for guidance on how to support the reading process.

Utilizing the 3-Part Source Integration

- Review with students the purpose for reading.
- Ask students to share their claims that they identified in the text. Brainstorm with students in order to determine what makes a claim good?
- Explain the importance of using evidence from sources. Even though they are not always directly citing their sources, college students are expected to know and draw from sources in their writing.
- Distribute *Student Handout 11.1: "3-Part Source Integration Chart"* and review with students.
- Explain that students can't just "throw in" a citation. It must be surrounded by information that tells the reader where the citation comes from (rhetorical context) and why it is important to the claim being made.
- Practice introducing the source, paraphrasing or quoting directly, and commenting on the text with the students using information from the selected AVID Weekly article.
- Refer students to examples on Quick Reference 11.4 "3-Part Source Integration."
- Use the 3-Part Source Integration: Templates to help students begin to pull the pieces together once they are comfortable with the requirements and organization of the 3-Part Source Integration.

Additional Resources

- *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*
- *Essential Skills for College Readiness*
- *AVID for Higher Education Academic Reading Strategies*

3-Part Source Integration¹

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Here is how one common type of citation package is organized into three parts:

Part 1: Introduce the source and the author, and provide comments about the author or source.

Part 2: Provide a paraphrase or direct quotation. (Begin with a verb and end with a parenthetical citation.)

Part 3: Comment on why this part of the text is important, relevant to the prompt, or significant in some other way.

| | Sample 1 | Sample 2 | Sample 3 |
|--|---|---|--|
| Part 1: Introduce the source, the author’s name, and comments about the author. | The American Immigration Lawyers Association (AILA), in their article “Immigrants Are a Vital Component of American Society,”... | In the article “The Threat of Terrorism Is Being Reduced,” John Ashcroft, the U.S. attorney general,... | In his article “Global Warming Is a Serious Threat to Humanity’s Future,” Mark Lynas, the author of <i>High Tide: News from a Warming World</i> ,... |
| Part 2: Provide a paraphrase or direct quotation. (Begin with a verb and end with a parenthetical citation.) | maintains that immigrants in America make every effort to assimilate (64). | claims that “terrorism is relatively inexpensive to conduct, and devilishly difficult to counter” (<i>Viewpoint 27</i>). | argues that in other parts of the world, flooding, drought, and sea-level rise are forcing people to leave their homes, creating environmental refugees (123). |
| Part 3: Comment on why this part of the text is important, relevant to the prompt, or significant in some other way. | This position refutes a common belief held by critics of immigration—that foreign-born Americans refuse to learn English and do not embrace “the American way of life.” | This point is troublesome. America is spending billions of dollars on the “War on Terror” and using its military might to fight an elusive enemy. | It is important for us to consider this point because mass displacement of human life could have severe consequences for communities all around the globe. |

¹This writing strategy was produced by the authors of *AVID College Readiness* and *Critical Reading*.

3-Part Source Integration: *Chart*¹

Develop two citations for each part of the chart, using the samples provided by your teacher as models.

Title and author of source: _____

| | Citation 1 | Citation 2 |
|---|------------|------------|
| <p>Part 1:</p> <p>Introduce the source, the author's name, and comments about the author.</p> | | |
| <p>Part 2:</p> <p>Provide a paraphrase or direct quotation. (Begin with a verb and end with a parenthetical citation.)</p> | | |
| <p>Part 3:</p> <p>Comment on why this part of the text is important, relevant to the prompt, or significant in some other way.</p> | | |

Using the chart above, transfer one of your 3-part in-text citations onto the lines below.

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3-Part Source Integration: *Templates*

After reading a text, use either template to help frame your academic response. Refer to the “3-Part Source Integration” for additional support and sample responses.

Template 1

Sample: *Nelson Mandela, in his autobiography, explains that there were many white, Indian, and Coloured people involved in the anti-apartheid struggle. It is important for us to consider this point because often we think that apartheid was only opposed by black people.*

_____, in _____,
(author’s name: first and last) (source information)

_____ that _____
(verb: present tense)

It is important to consider _____

Template 2

Sample: *In the article “The Threat of Terrorism Is Being Reduced,” John Ashcroft, the U.S. attorney general... claims that “terrorism is relatively inexpensive to conduct, and devilishly difficult to counter” (27). This is a valuable point. America is spending billions of dollars and using its military might to fight an elusive enemy.*

In the _____,
(type of source) (title of source)

_____, _____,
(author’s name: first and last) (information about the author)

_____ that _____
(verb: present tense)

This is a valuable point because _____