Name:

Miss Arney

English 8 per: team:

Date:

Writing Strategies: ICE’ing Quotes

Look at these 3 sentences.

1. In the story, Brother goes home. “A grindstone stands where the bleeding tree stood” (Hurst 1). This is important because the symbolic tree is missing and a reminder of the bird’s death, like a gravestone, is in its place.
2. In the exposition, Brother returns to his childhood home and notes a significant change from what he remembers: “a grindstone stands where the bleeding tree stood” (Hurst 1). This is important because the symbolic tree is missing and a reminder of the bird’s death, like a gravestone, is in its place.
3. In the exposition, Brother returns to his childhood home and notices that “a grindstone stands where the bleeding tree stood” (Hurst 1). This is important because the symbolic tree is missing and a reminder of the bird’s death, like a gravestone, is in its place.

In the first sentence, the quotation is just dropped into the paragraph; in sentences 2 & 3, the quotation becomes blended into the student’s own sentence. This makes it stronger.

ICE:

I + C = CD

CD: What is happening at the time the quote appears in the text?

I: Introduce

C: Control & Cite

E: Explain

E = CM: Commentary

When you **INTRODUCE** a quote, you are giving a brief context (what is happening in the story) at the time the quote appears.

When you **CONTROL** a quote, you make sure that **EVERY SENTENCE BEGINS WITH YOUR OWN WORDS** and **LEADS INTO A QUOTE**. When you read the sentence back, it should read as though the author’s words are part of your own words.

When you **CITE** a quote, you put the author’s name and page number in parentheses followed by a period (Hurst 1).

When you **EXPLAIN** a quote, you explain the significance of the quote you picked.

In Summary:

* No paragraph should begin with quotation marks.
* No sentence should begin with quotation marks.
* No paragraph should end with a citation.