

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.A ARGUMENT

Integrating Evidence from Sources

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of four distinct but related activities that center on skills for integrating evidence from sources while using in-text citations. Each activity may last an entire class period.

Writing Instruction Options:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

In this lesson, the teacher provides direct instruction to students on how to integrate evidence and citations into arguments in order to maintain the flow of ideas, avoid plagiarism, and follow a standard format for in-text citation. Students learn how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students focus on revising their own argument drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Integrating Evidence, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations. Students also write a few sentences explaining whether they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
Addressed Standard(s)	
W.9-10.1.b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.1 Revision Exit Slip: Integrating Evidence. Students record the original passage from their arguments as well as the revised passage. Students</p>

then explain why the revision is effective.

① Consider assessing these revisions using the Argument Writing Checklist.

High Performance Response(s)

A High Performance Response should:

- Record the original passage (e.g., In fact, in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” Amy Norton reports the findings of researchers at the U.S. Centers for Disease Control and Prevention. “[N]early three quarters [of teens] spent at least two hours a day watching TV and using a computer.”).
- Revise the original passage, focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations (e.g., In fact, as Amy Norton reports in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” the researchers at the U.S. Centers for Disease Control and Prevention found that “nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.”).
- Explain why the revision is effective (e.g., I integrated the quotation into the sentence to improve the flow of my writing.).

① See the Model WR.1 Revision Exit Slip: Integrating Evidence for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, W.9-10.8, L.9-10.3.a, W.9-10.1.b, W.9-10.6, SL.9-10.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction Options: <ul style="list-style-type: none"> Paraphrasing Integrating Quotations Punctuating Quotations In-Text Citations Argument Writing Checklist 	<ol style="list-style-type: none"> 5% 0% 30% 5%

5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Integrating Evidence	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 10 Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student
- Copies of the Tips for Integrating Quotations Handout for each student
- Copies of the Tips for Punctuating Quotations Handout for each student
- Copies of the MLA In-Text Citation Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to paraphrase, integrate quotations, punctuate quotations, or cite the sources in their arguments. Students revise their own drafts before participating in a peer discussion about their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options

30%

- ① Based on student need, select from the four options below:
- Paraphrasing (See Appendix 1)
 - Integrating Quotations (See Appendix 2)
 - Punctuating Quotations (See Appendix 3)
 - In-Text Citations (See Appendix 4)

Activity 4: Argument Writing Checklist

5%

- ① The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

- ① Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- 💬 Student responses will vary but should include points that address the following:
- Integrate evidence (quotations and paraphrasing) to support claims and counterclaims? This item belongs in the Command of Evidence and Reasoning category, because it is about using evidence.
 - Cite sources using proper MLA style and formatting? This item belongs in the Control of Conventions category, because it is about following the conventions of MLA style.
 - Use proper punctuation for quotations and citations? This item belongs in the Control of Conventions category, because it is about using proper punctuation.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.
- ① Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision

30%

- ① The following activity addresses the expectations of W.9-10.1.b

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

- ① For example, if students completed the writing instruction activity on Paraphrasing, their revisions should focus on paraphrasing rather than integrating quotations, punctuating quotations, or in-text citations.

Instruct students to revise at least three passages for the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to ensure the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations.
- 💬 For sample revisions, see the Model WR.1 Revision Exit Slip: Integrating Evidence.

Activity 6: Revision Discussion

20%

- ① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind

students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
 2. Explain to your peers how the revision improves your draft.
 3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Integrating Evidence

5%

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Integrating Evidence” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Integrating Evidence for sample student responses.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	
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Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning Does my response...	Drafting ✓	Finalization ✓
Use relevant and sufficient evidence to support my claims?	<input type="checkbox"/>	<input type="checkbox"/>
Use valid reasoning to demonstrate clear relationships between claims and evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Develop counterclaims fairly?	<input type="checkbox"/>	<input type="checkbox"/>
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?*	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style Does my response...	Drafting ✓	Finalization ✓
Introduce a precise central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Develop supporting claims that reinforce or advance the central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt style of writing to convince my audience of my central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that captures the readers' attention and interest?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes the topic and central claim of my argument?	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from and supports the argument?	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions Does my response...	Drafting ✓	Finalization ✓
Cite sources using proper MLA style and formatting?*	<input type="checkbox"/>	<input type="checkbox"/>
Use proper punctuation for quotations and citations?*	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

WR.1 Revision Exit Slip: _____

Name:		Class:		Date:	
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Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation

Model WR.1 Revision Exit Slip: Integrating Evidence

Name:		Class:		Date:	
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Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: “The stimulation provokes excitement—a dopamine squirt—that researcher say can be addictive. In its absence, people feel bored” (Richtel).	As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).	To avoid using too many quotations in a row, I paraphrased the second quotation.
In fact, in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” Amy Norton reports the findings of researchers at the U.S. Centers for Disease Control and Prevention. “[N]early three quarters [of teens] spent at least two hours a day watching TV and using a computer.”	In fact, as Amy Norton reports in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” the researchers at the U.S. Centers for Disease Control and Prevention found that “nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.”	I integrated the quotation into the sentence to improve the flow of my writing.
Research has shown that “While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress” (Richtel).	Research has shown that “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information ... and they experience more stress” (Richtel).	I did not use the beginning of the quotation and I used ellipses to shorten the quotation to make it easier for the reader to get the most important information.

She argues, “It’s important for kids to be connected to people” and “not just isolated in their own rooms.”	She argues, “It’s important for kids to be connected to people” and “not just isolated in their own rooms” (Norton).	I added a parenthetical citation in proper MLA format.
A study by sociologist Matthew Brashears found that, “Americans have fewer intimate relationships today than 20 years ago,” (Hampton) a trend that can be attributed to technology overuse.	A study by sociologist Matthew Brashears found that “Americans have fewer intimate relationships today than 20 years ago” (Hampton), a trend that can be attributed to technology overuse.	I revised to ensure proper punctuation.

Appendix 1: Paraphrasing

Explain to students that effective argument writing requires using evidence from sources to fully develop their claims and counterclaims fairly. Explain that students must integrate evidence from other authors into their own arguments by paraphrasing or quoting directly from a source. Explain to students that whether they choose to incorporate evidence by paraphrasing or quoting, they must always give credit to their sources by including a proper citation of the source.

- ① Students will see and discuss in-text citations as they learn to integrate evidence. See Appendix 4 for instruction on proper in-text citation methods, style, and formatting.
- ① **Differentiation Consideration:** If necessary, explain to students that the information about the source inside the parentheses in each of the examples on the handout is called a *parenthetical citation*.
 - ▶ Students write the definition of *parenthetical citation* in the appropriate section of their vocabulary journals.

Explain to students that when they integrate evidence into their arguments, they may paraphrase text from the original source instead of using direct quotations. To *paraphrase* means “to rephrase or restate the text in one’s own words without changing the meaning of the text.”

- ▶ Students write the definition of *paraphrase* in the appropriate section of their vocabulary journals.

Instruct students to take out their copies of the article “Attached to Technology and Paying a Price” by Matt Richtel and reread section 3, paragraphs 15–16” (from “At the University of Rochester, researchers found” to “changes into real-world benefits like safer driving”).

- ▶ Students silently read section 3, paragraphs 15–16 from “Attached to Technology and Paying a Price.”

Post or project the following examples.

- ① Example 1 is taken from paragraph 4 of the Model Argument (refer to Lesson 10).
- **Example 1:** One study showed that playing fast-paced video games can improve a person’s reaction time and ability to see details, which are skills that can be applied in the real-world, like when driving (Richtel).
- **Example 2:** One study showed that “players of some fast-paced video games can track the movement of a third more objects on a screen than nonplayers. They say the games can improve reaction and the ability to pick out details amid clutter,” which researchers are trying “to channel these changes into real-world benefits like safer driving” (Richtel).

Instruct students to Think, Pair, Share about the following questions:

What is similar about the two examples? What is different?

💬 Student responses may include:

- Both examples communicate the same idea from the source.
- Both examples cite the source.
- Example 1 is shorter than Example 2.
- Example 1 paraphrases from the source while Example 2 includes lengthy quotes directly from the source.

Why might a writer choose to paraphrase the text from a source rather than quote it directly?

💬 Student response may include:

- The direct quotation is long and provides information that is not relevant to the writer's argument.
- The direct quotation requires too many modifications to be integrated into the argument.
- The information in the direct quotation is not organized in the same order as the writer's logical sequencing, so paraphrasing improves the flow of the argument.
- The writer wants to condense a detailed explanation or description.

Lead a brief whole-class discussion of student responses.

Instruct students to return to section 3, paragraphs 15–16 of “Attached to Technology and Paying a Price.” Post or project the following paraphrasing example. Then lead a brief whole-class discussion about the question below.

- **Example 3:** One study showed that players of some quick-moving video games can follow the movement of a third more objects on the screen than those who do not play these games. They say the games can increase reaction time and ability to pick out details, which researchers are trying to channel into real-world benefits like better driving.

Example 3 is not properly paraphrased. Why?

💬 Student responses may include:

- Example 3 uses a lot of words and phrases that are exactly the same as the words and phrases in the text (e.g., “players of some ... the movement of a third more objects” (sec. 3, par. 15)).
- In Example 3, there are several words that are only slightly different from the text and the overall phrasing remains the same. In Example 3, the writer says “players of some quick-

- moving video games,” and the original text says “players of some fast-paced video games” (sec. 3, par. 15).
- In Example 3, there is no parenthetical citation.

Explain to students that if they choose to paraphrase text, they cannot use the exact words or phrasing from the source or direct quotations without quotation marks. Inform students that replacing individual words in a quotation with synonyms is also not considered paraphrasing. To paraphrase properly, students should determine the overall meaning of the text they want to paraphrase and then rephrase the idea in their own words. Explain to students that one strategy for proper paraphrasing is to read the section of text that they want to paraphrase and then explain—either through writing or speaking—the idea to their audience without looking back at the section of text.

- ① **Differentiation Consideration:** If the skill of paraphrasing is new or challenging to students, consider posting or projecting several quotes from one of the unit’s texts and instructing students to work in pairs or small groups to practice paraphrasing each quote. Lead a brief whole-class discussion of student responses, noting that there are many acceptable ways to paraphrase a quote.

Appendix 2: Integrating Quotations

Explain to students that as they develop claims and counterclaims in their arguments, they may integrate evidence by using direct quotations from a source text. Explain to students that the first step for integrating quotations is choosing an appropriate quotation that includes relevant and significant evidence for their argument.

Post or project the following quotation from section 1, paragraphs 11–12 of the article “Attached to Technology and Paying a Price” by Matt Richtel and lead a brief whole-class discussion about the question below.

- “While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress.
And scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist.”

If a writer wanted to use information from this quotation to support a central claim that the school should participate in “Shut Down Your Screen Week,” what are the most relevant and significant phrases from this quotation and why?

💬 Student responses may include:

- The phrases “research shows,” “scientists say,” (sec. 1 par 11) and “scientists are discovering” (sec. 1, par. 12) are important, because these phrases suggest that the information is credible.
- The phrase “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information” (par. 11) is relevant and significant, because it shows that too much technology use can be harmful to students.
- The phrase multitaskers “experience more stress” (par. 11) is relevant and important, because it demonstrates the negative effects of too much technology use.
- The phrase “even after the multitasking ends, fractured thinking and lack of focus persist” (par. 12) is relevant and significant, because it shows that the negative effects of too much technology use can be long-lasting.

Explain to students that the second step for integrating quotations is examining the quotation and then selecting the word(s) or phrase(s) that are the most important for supporting their claims.

Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

- **Example 1:** Although “many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress” (Richtel).
- **Example 2:** Contrary to popular belief, researchers have demonstrated that multitasking does not make people more productive. Instead, “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information” (Richtel), which means that students who are distracted by their phones, laptops, and TVs at home will not be able to concentrate on doing their homework well.

What is the same about the way these two examples integrate the same evidence? What is different?

💬 Student responses should include:

- The first example is only one sentence that is composed almost entirely of the quotation from the article, while the second example is three sentences and uses a smaller portion of the quotation from the article.
- Because it is mostly the quotation from the article, the first example does not include any of the writer’s thoughts, while the second example includes the writer’s thoughts.

Which example more effectively integrates the evidence to support a claim? Why?

💬 Student responses may include:

- The second example more effectively integrates the evidence, because it first explains the counterclaim that this evidence is refuting, while the first example inserts the quotation without any context.
- The second example is more effective, because it uses the most relevant and significant information from the quotation rather than including the entire quotation like the first example does. This allows the reader to focus on the most important parts of the evidence.
- The second example more effectively integrates the evidence, because the sentence after the quotation clarifies why the evidence is important and how it supports a claim about the negative effects of technology use.

Lead a brief whole-class discussion of student responses. Explain to students that both examples use quotations from “Attached to Technology and Paying a Price,” but the second example demonstrates how to effectively integrate a quotation into a section of an argument to support a central claim. Explain to students that there are several different ways to integrate quotations into their arguments, but they should always introduce a quotation, then include the important information from a quotation, and finally connect the evidence from the quotation either to other evidence or a claim. Smooth, appropriate integration of evidence is necessary for creating a cohesive argument. In an argument, integrating quotations allows the reader to easily follow the logic of the writer. It allows the reader to “see” the writer’s thinking.

Distribute the Tips for Integrating Quotations Handout. Encourage students to use this handout as a step-by-step review of how to effectively integrate quotations into their arguments.

- ▶ Students follow along.

① See Appendix 3 for instruction on punctuating integrated quotations.

Tips for Integrating Quotations Handout

Step 1: Select a quotation you would like to integrate into your piece.

- Example: “Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris, but sustained concentration, reading body language, and making offline friends are skills that are fading away.” (Perez)

Step 2: Select a word, or several words, from that quotation that carry significant ideas.

- Example: “makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris” and “sustained concentration, reading body language, and making offline friends are skills that are fading away” (Perez)

Step 3: Compose a sentence that includes those words and the point you want to make. Include your thoughts to give the quotation context and to connect the quotation back to your argument. There are several ways to do this, and the punctuation rules differ depending on the context.

Appendix 3: Punctuating Quotations

Inform students that using proper punctuation when integrating quotations is essential for creating clarity and establishing credibility. Improper punctuation can hinder the reader's understanding or make the writing seem unprofessional.

Distribute the Tips for Punctuating Quotations Handout. Instruct students to form pairs or small groups to read through the examples and notes on proper punctuation before and after quotes.

Post or project the examples below of integrated quotations that are improperly punctuated. Instruct student pairs or groups to discuss how to correct each example, referring to their handouts for guidance. Explain to students that each example has one or two errors.

- **Example 1:** Social media does not cause isolation “the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American.” (Hampton).
- **Example 2:** Hampton states “social media users knew people from a greater variety of backgrounds,” (Hampton).
- **Example 3:** Research shows that, “the brains of internet [sic] users become more efficient at finding information,” (Richtel) which is a skill that helps students complete their work.
- **Example 4:** It is important for students to participate in activities that do not involve using digital media, like television, because a recent study by the CDC, “found that teenagers’ weight did, in fact, correlate with their screen time:” (Norton).
- **Example 5:** Of course, technology is extremely useful for students, “rote memorization is no longer a necessary part of education,” (Perez) because students have access to facts and figures at their fingertips.

For each example, ask volunteers to share their corrections and explain their decisions.

💬 Student responses should include:

- **Example 1:** Social media does not cause isolation: “the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American” (Hampton).
 - A colon should introduce the quotation, because both the sentence preceding the quotation and the quotation itself are independent clauses. The period should be outside of the quotation marks and after the parenthetical citation.
- **Example 2:** Hampton states, “social media users knew people from a greater variety of backgrounds” (Hampton).

- A comma should introduce the quotation, since the quotation is something the author of the article wrote. There should not be a comma at the end of the quotation.
 - **Example 3:** Research shows that “the brains of internet [sic] users become more efficient at finding information” (Richtel), which is a skill that helps students complete their work.
 - No comma should introduce the quotation, since the word “that” precedes the quotation. The comma at the end of the quotation should come after the parenthetical citation.
 - **Example 4:** It is important for students to participate in activities that do not involve using digital media, like television, because a recent study by the CDC “found that teenagers’ weight did, in fact, correlate with their screen time” (Norton).
 - No comma should introduce the quotation, because it is not grammatically necessary for the sentence. Even though there is a colon at the end of the quoted text in the original source, it is not grammatically correct to include it in the integrated sentence.
 - **Example 5:** Of course, technology is extremely useful for students: “rote memorization is no longer a necessary part of education” (Perez), because students have access to facts and figures at their fingertips.
 - The comma before the quotation should be replaced with a colon, because the clause before the quotation and the quotation itself are both complete sentences. The comma at the end of the quotation should come after the parenthetical citation.
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Explain to students that when they integrate quotations into their writing, they may need to make small changes to the quotation so that the reader can easily follow and understand the writer’s thoughts. Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

① The following examples are taken from paragraphs 2, 3, and 4, respectively, of the Model Argument (refer to Lesson 10).

- **Example 1:** In fact, as Amy Norton reports in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” the researchers at the U.S. Centers for Disease Control and Prevention found that “nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.”
- **Example 2:** Research has shown that “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information . . . and they experience more stress” (Richtel).

- **Example 3:** Perez reports that “our exposure to the net is impacting the way our brains form neural pathways . . . [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris.”

How does the writer modify the text included in the quotation? Why might the writer make these changes?

💬 Student responses should include:

- In example 1, the quotation includes the phrase “of teens” in brackets. The original text does not have this phrase. The writer may have added “of teens,” so that the reader understands to whom the rest of the quote refers.
- In example 2, the word “[h]eavy” has the letter “h” lower case and in brackets. In the original text, this word was at the beginning of the sentence. Because the quote is integrated into a sentence, the writer may have made the letter “h” lower case, since a capital word in the middle of a sentence would have been incorrect.
- In examples 2 and 3, there is a “. . .” in the middle of the quotation. It appears that the writer chose not to include some of the text that was in the original and used the “. . .” to show that some of the text is missing. The writer may have chosen to do this, because the text that was left out was not as important to the argument.
- In example 3, the word “which” is added in brackets after a “. . .” shows that some of the original text is not included. The word “which” is not in the original text. The writer may have included the word “which,” because it clarifies the meaning of the sentence.

① **Differentiation Consideration:** If necessary, explain to students that the three periods together is called an *ellipsis* (plural: *ellipses*) and is used to show where text has been removed from a quotation.

▶ Students write the definition of *ellipsis* in the appropriate section of their vocabulary journals.

Explain to students that writers may make small changes to a quotation so that the quotation’s inclusion makes sense grammatically and contextually. Students may also need to replace a pronoun in a quotation if it is unclear to whom or what the pronoun refers. Explain to students that in some cases, the whole quotation is too long or only some parts of it are relevant for their argument, so they may want to exclude unnecessary phrases in the middle of the quotation. While small changes are acceptable, explain to students that in order to increase the readability of their writing they should try to integrate quotations in a way that avoids a lot of modifications. Too many modifications can be distracting and detract from the power of the writer’s argument. Inform students that if they must replace or clarify a pronoun in a quotation, modify a verb, or shorten the quotation, they should use the following marks to show that they edited the quotation. Remind students that when making these edits, it is necessary to preserve the quotation’s original meaning:

- Brackets to replace or clarify pronouns, align capitalization, replace indirect references with specific references, or to modify verbs.
- Ellipses to replace unnecessary text, such as phrases and clauses that do not impact meaning in the quotation.

Tips for Punctuating Quotations Handout

There are several ways to include quotations in a sentence, and the punctuation rules differ depending on the context:

Introduce the quote with a colon.

- Use a colon to introduce the quote when both the quote and the clause preceding it are independent clauses (i.e., complete sentences).
 - Example: Technology can have positive effects on people: “Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris” (Perez).

Introduce the quote with a comma.

- Write a phrase followed by a comma to introduce the quote when the phrase would require a comma at the end even if no quote were integrated (e.g., the phrase begins with a preposition).
 - Example: With people using technology too often, “sustained concentration, reading body language, and making offline friends are skills that are fading away” (Perez).
- Write a phrase followed by a comma to introduce a quote when the phrase indicates that the quote is something an author wrote or a person said:
 - Example: Writer Sarah Perez argues, “Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris.”

Introduce the quote with a phrase ending in *that*.

- Use the word *that* to introduce a quote when the word *that* contributes to the clarity and accuracy of the entire sentence. Do not use a comma after the word *that*.
 - Example: Experts state that “[w]iring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris” (Perez).

Insert short quotations into your own sentence.

- Use quoted words or short phrases within your own complete sentence. Use the punctuation that would be required even if no quote were integrated.
 - Example: Because of the overuse of technology, “sustained concentration” is an ability that is “fading away” (Perez).

Notes on Punctuating After Quotes

- When the sentence includes a parenthetical citation, place the proper punctuation for the sentence—a period, question mark, exclamation point, comma, colon, or semicolon—after the citation, not inside the quotation marks. Even if the quote is a complete sentence or uses the end of a sentence, do not include the period from the original source inside of the quotation marks.
 - Example: Technology can have positive effects on people: “Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris” (Perez).
- When the sentence includes a parenthetical citation, only include a question mark or exclamation point inside of the quotation mark when those punctuation marks are included in the original source.
 - Example: Weighing the positive and negative effects of technology use, she poses a question: “Are we driving distracted or have our brains adapted to the incoming stimuli?” (Perez).
- When the sentence does not include a parenthetical citation, periods and commas that are appropriate for the sentence go inside the quotation mark. However, if a quotation mark, exclamation point, colon, or semicolon is appropriate for the sentence but not in the original source, these punctuation marks go outside of the quotation mark.
 - Example: Writer Sarah Perez argues, “Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris.”
 - Example: Writer Sarah Perez argues, “Wiring up our brains like this makes us adept at filtering information”; however, the effects of technology use are not all positive.
- A punctuation mark after a quotation—whether or not a parenthetical citation is included—is not always necessary. Sometimes, no punctuation mark is the proper choice. One strategy for determining if punctuation is necessary is to consider whether the punctuation mark is correct had the phrase not been a quotation.
 - Example: “[S]ustained concentration” is an ability that is “fading away” (Perez).

Appendix 4: In-Text Citations

Remind students that, although they are the authors of their own papers, they are drawing on other authors' writing in order to develop their arguments. Inform students that failing to give other authors credit when referencing their work is called *plagiarism*. Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own.

- ▶ Students write the definition of *plagiarism* in the appropriate section of their vocabulary journals.

① Consider asking students to share examples of *plagiarism*.

Explain to students that someone can plagiarize by copying the exact words from a source without citing the source, even if they use quotation marks. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited). Remind students that even though they might have similar opinions or views as the author of one of their sources, they must create an original argument based on all the evidence available to them and cite sources wherever possible.

① Consider reminding students that the goal of their writing in this unit is for students to construct their own argument and support it with the information from supplementary texts like “Social Media as Community,” not for students to repeat the arguments of these texts verbatim.

Inform students that *plagiarism* is an ethical offense and often results in serious consequences. In addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means “quoting or referencing a book, paper, or author.”

- ▶ Students write the definition of *citation* in the appropriate section of their vocabulary journals.

Explain to students that they will use a specific format for citing sources, called MLA citation. Distribute the MLA In-Text Citation Handout. Instruct students to examine the handout and Think, Pair, Share about the following questions:

Describe how the writer cites each example, including any punctuation used. What rules for MLA in-text citation can be inferred from these examples?

- 💬 Student responses should include:

- In Example 1, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and the page number. There is no punctuation mark between the author's last name and the page number. This example shows that if the information is available, the writer should cite the author's last name and the page number.
- In Example 2, the writer includes a parenthetical citation at the end of the sentence with only the page number but no author's last name; however, the writer uses the author's last name earlier in the same sentence. This example shows that if the writer refers to the author by name in the same sentence, then the parenthetical citation only needs the page number.
- In Example 3, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and no page number. This example shows that if no page number is available, the writer should cite the author's last name.
- In Example 4, the writer does not include a parenthetical citation at the end of the sentence; however, the writer uses the author's last name earlier in the same sentence. This example indicates that if the writer refers to the author by name in the same sentence and no page number is available, then no parenthetical citation is needed.
- In Example 5, the writer includes the title of the article and the page number in the parentheses. This example shows that if there is no author, the writer must include the first few words of the title of the article and page number in the parentheses.

Lead a brief whole-class discussion of in-text citations, ensuring that students understand the rules for proper citations and punctuation.

MLA In-Text Citation Handout

Name:		Class:		Date:	
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In-Text Citations

For in-text citations for an online source, use the following examples as a guide:

- Example 1 (page numbers provided): Likewise, according to a communications professor at Stanford, “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (Richtel 9).
- Example 2 (page numbers provided): Likewise, journalist Matt Richtel reports that “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (9).
- Example 3 (no page numbers): Likewise, according to a communications professor at Stanford, “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (Richtel).
- Example 4 (no page numbers): Likewise, journalist Matt Richtel reports that “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room.”
- Example 5 (no author): Likewise, the article explains that “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (“Attached to Technology” 9).