SUPPLEMENTAL SKILLS INSTRUCTION

| WR.2.A INFORMATIVE | Integrating Evidence from Sources |

Lessons WR.2.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 informative papers 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 informative 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.2 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 informative papers and revise each passage focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

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	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Integrating Evidence. Students record the original passage from their informative papers as well as the revised passage.

Students then explain why the revision is effective.

ⓘ Consider assessing these revisions using the Informative Writing Checklist.

High Performance Response(s)

A High Performance Response should:

- Record the original passage (e.g., By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner." (Hayes)).

- Revise the original passage, focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations (e.g., By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).).

- Explain why the revision is effective (e.g., I integrated the quotation into the sentence to improve the flow of my writing.).

ⓘ See the Model WR.2 Revision Exit Slip: Integrating Evidence for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.8, L.9-10.3.a, W.9-10.2.b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Paraphrasing	
• Integrating Quotations	
• Punctuating Quotations	
• In-Text Citations	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Integrating Evidence	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 10 Model Informative Writing Checklist)

- Copies of the WR.2 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.
	Italicized text indicates a vocabulary word.
▶	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 informative papers. 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%

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

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the four options below:
   o Paraphrasing (See Appendix 1)

- o Integrating Quotations (See Appendix 2)
- o Punctuating Quotations (See Appendix 3)
- o In-Text Citations (See Appendix 4)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative 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 Informative Writing Checklist? In which categories do these items belong and why?

- 🗩 Student responses will vary but should include points that address the following:
  - o Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics? This item belongs in the Command of Evidence category, because it is about using evidence.
  - o 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.
  - o 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 Informative 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 Informative Writing Checklist.

- ▸ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision   30%

ⓘ The following activity addresses the expectations of W.9-10.2.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

ⓘ For example, if students completed the writing instruction activity on Paraphrasing, then their revisions will focus on paraphrasing rather than on 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 Informative 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.2 Revision Exit Slip: Integrating Evidence.

Activity 6: Revision Discussion   20%

ⓘ 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.

ⓘ 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.

ⓘ 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.2 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.2 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 Informative Writing Checklist.

🗩 See the High Performance Response and Model WR.2 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 informative paper.

ⓘ 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 informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?*	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
Cite sources using proper MLA style and formatting?*	☐	☐
Use proper punctuation for quotations and citations?*	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 Revision Exit Slip: _____

Name:		**Class:**		**Date:**	

Directions: In the first column, record the original passage from your informative paper. 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.2 Revision Exit Slip: Integrating Evidence

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself: he "picked peaches, raised sweet potato slips, traded an occasional dozen of eggs at the grocery, hung wallpaper" (Hastings).	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses (Hastings).	To avoid using too many quotations in a row, I paraphrased the second quotation.
By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I integrated the quotation into the sentence to improve the flow of my writing.
The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of me in school, and buy his used books" (Hastings).	The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).	I replaced "me" with "the author" to ensure clarity.
As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery."	As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New	I added parenthetical citation in proper MLA format.

	Deal").	
The newly homeless endured awful living conditions "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).	The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).	I revised to ensure proper punctuation.

Appendix 1: Paraphrasing

Explain to students that effective informative writing requires using evidence from sources to fully develop their subtopics. Explain that students must integrate evidence from other authors into their own informative papers 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.

ⓘ 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.

ⓘ **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 informative papers, 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 "The New Deal" and reread paragraph 4 (from "The Civil Conservation Corps was one of" to "to build bridges, roads, public buildings, parks and airports").

▸ Students silently read paragraph 4 from the article "The New Deal."

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 5 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal").

- **Example 2:** The Civil Conservation Corps (CCC) was one New Deal program that "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" ("The New Deal"). The men who worked for the CCC "were paid $30 a month," and so many people wanted to work that "two-thirds" were "sent home" ("The New Deal").

The Works Progress Administration (WPA) was "Roosevelt's major work relief program" and while it was in action it "would employ more than 8.5 million people" ("The New Deal").

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

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

- Student responses may include:

    o   Both examples communicate the same idea from the source.
    o   Both examples cite the source.
    o   Example 1 is shorter than Example 2.
    o   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:

    o   The direct quotation is long and provides information that is not relevant to the writer's topic or subtopic or that is too detailed for the writer's needs.
    o   The direct quotation requires too many modifications to be integrated into the paper.
    o   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 writing.
    o   The writer wants to condense a detailed explanation or description.

Lead a brief whole-class discussion of student responses.

Instruct students to return to paragraph 4 of "The New Deal." Post or project the following paraphrasing example. Then lead a brief whole-class discussion about the question below.

- **Example 3:** The Civil Conservation Corps (CCC), which was one of the New Deal's most successful programs, helped ease the problem of unemployment by giving 3 million men work on public projects and paying them $30 per month. The Works Progress Administration (WPA), a significant work relief program, also helped Americans meet their basic needs by providing 8.5 million people with jobs relating to building bridges, parks, airports, and other public projects.

Example 3 is not properly paraphrased. Why?

- Student responses may include:

    o   Example 3 uses a lot of words and phrases that are exactly the same as the words and phrases in the text (e.g., "one of the New Deal's most successful programs" (par. 4)).
    o   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 states, "helped ease the

problem of unemployment by giving 3 million men work on public projects," and the original text states, "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" (par. 4).

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.

ⓘ **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 the subtopics in their informative papers, 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 subtopics.

Post or project the following quotation from paragraph 2 of the article "The New Deal" and lead a brief whole-class discussion about the question below.

- "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery."

If a writer wanted to use information from this quotation to develop a subtopic about the circumstances of the Great Depression encouraging people to use government assistance, what are the most relevant and significant phrases from this quotation and why?

- 🗩 The phrases "reforms," "to relieve poverty," and "reduce unemployment" (par. 2) are relevant and significant, because they give reasons for why people would turn to the government for support during the Great Depression.

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 developing their subtopics.

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

ⓘ Example 2 is taken from paragraph 4 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** "During the first 100 days of his presidency," President Roosevelt and Congress passed "a never-ending stream of bills" intended "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

- **Example 2:** As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

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 almost entirely made up of the quotation from the article, while the second example is two sentences and uses a smaller part 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 develop a subtopic? Why?

🗩 Student responses may include:

- The second example is more effective because it analyzes and gives context to the quotation, 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 most of the 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 writer included a sentence after the quotation that makes it clear why the evidence is important and how it develops a subtopic about the effects of the Great Depression.

Lead a brief whole-class discussion of student responses. Then, explain to students that both examples use quotations from "The New Deal," but that the second example demonstrates how to effectively integrate a quotation into a section of an informative paper to develop a subtopic. Explain to students that there are several different ways to integrate quotations into their informative papers, 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 the subtopic or the claim. Smooth, appropriate integration of evidence is necessary for creating a cohesive informative paper. In informative writing, 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 informative papers.

▶ Students follow along.

ⓘ 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.

- o Example: "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery." ("The New Deal")

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

- o Example: "desperate Congress," "expedite the reforms," "first 100 days," "never-ending steam of bills was passed," "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal")

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 demonstrate why the quote is relevant to the topic, subtopic, or claim in your informative paper. 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 3 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Another New Deal program specifically helped farmers "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy." ("The New Deal").

- **Example 2:** The author states "we cut back on everything possible," (Hastings).

- **Example 3:** By 1932, so many people were without work that, "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

- **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because, "[p]eople had started buying things such as cars and refrigerators on credit:" (Hayes).

- **Example 5:** During the Great Depression, people made every regular household item last as long as possible, "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth," (Hastings) because families did not have enough money to buy new household items.

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

- 💬 Student responses should include:

    - **Example 1:** Another New Deal program specifically helped farmers: "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal").
        - A colon should introduce the quotation, because both the sentence preceding the quotation and the quotation itself are independent clauses. There should only be one period outside of the quotation marks and after the parenthetical citation.
    - **Example 2:** The author states, "we cut back on everything possible" (Hastings).
        - A comma should introduce the quotation, since the quotation is something the author of the text wrote. There should not be a comma at the end of the quotation.

- o **Example 3:** By 1932, so many people were out of work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
  - ▪ No comma should introduce the quotation, since the word "that" precedes the quotation.
- o **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because "[p]eople had started buying things such as cars and refrigerators on credit" (Hayes).
  - ▪ 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.
- o **Example 5:** During the Great Depression, people made every regular household item last as long as possible: "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth" (Hastings), because families did not have enough money to buy new household items.
  - ▪ The comma before the quotation should be replaced with a colon, because the phrase 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, because it is grammatically correct even though there is a comma after the word "cloth" in the original source.

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.

ⓘ Examples 1 and 2 are taken from paragraphs 3 and 2, respectively, of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).

- **Example 2:** By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

- **Example 3:** One New Deal program was the Civil Conservation Corps, which "sen[t] 3 million single men . . . to work . . . . [and] paid $30 a month" ("The New Deal").

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

- 🗨 Student responses should include:

- o In example 1, the quotation includes the phrase "the author" in brackets. The original text does not have this phrase. The writer may have added "the author," so that the reader understands to whom that section of the quote refers.
- o In example 2, the word "[o]ne" has the letter "o" 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 "o" lower case, since a capital word in the middle of a sentence would have been incorrect.
- o In example 3, there are two ellipses (. . .) 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 ellipses 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 in developing the subtopic.
- o In example 3, the word "sen[t]" has the letter "t" in brackets. In the original text, this word was "sending." Because the quote is integrated into a sentence that is already in the past tense ("was"), the writer may have changed "sending" to "sen[t]," so that the verb tense was the same throughout the sentence.
- o In example 3, the word "and" is added in brackets after an ellipsis shows that some of the original text is not included. The word "and" is not in the original text. The writer may have included the word "and," because it clarifies the meaning of the sentence.

ⓘ **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 developing their subtopics or supporting their claims, 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 informative paper. 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).

  - <u>Example</u>: Roosevelt and Congress worked quickly to implement much needed reforms: "During the first 100 days of his presidency, a never-ending stream of bills was passed" ("The New Deal").

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).

  - <u>Example</u>: With the desire to ease Americans' suffering during the Great Depression, "a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

- 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:

  - <u>Example</u>: The writer of the article "The New Deal" states, "A desperate Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms."

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*.

  - <u>Example</u>: Americans were so seriously in need of relief that "Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms" ("The New Deal").

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.

  - <u>Example</u>: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

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.

    o <u>Example</u>: As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

- 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.

    o <u>Example</u>: The author's family worked hard to conserve everything, which helped them "stretch [a] piece of ice . . . maybe four days!" (Hastings).

- 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.

    o <u>Example</u>: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs."

    o <u>Example</u>: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs"; however, many Americans could not rely only on the government to survive the difficulties of the Great Depression.

- 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.

    o <u>Example</u>: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

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 informative papers. 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.

ⓘ 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 claim based on all the evidence available to them and cite sources wherever possible.

ⓘ Consider reminding students that the goal of their writing in this unit is for students to construct their own claim and support it with the information from supplementary texts like "Firing, Not Hiring," not for students to repeat the information in 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 example?

🗨 Student responses should include:

- o 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.
- o 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.
- o 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.
- o 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 shows 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.
- o 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 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:	

In-Text Citations

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

- Example 1 (page numbers provided): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings 2).

- Example 2 (page numbers provided): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (2).

- Example 3 (no page numbers): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).

- Example 4 (no page numbers): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels."

- Example 5 (no author): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" ("Digging In" 2).