

EVERGREEN COMMUNITY CHARTER SCHOOL

COURSE STANDARDS AND ANCHORS (ADAPTED FROM POCONO MOUNTAIN SCHOOL DISTRICT)	
COURSE: Introduction to English Language Arts	GRADE: 9
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD
1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none">● Main Idea:<ul style="list-style-type: none">oCC1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.● Text Analysis:<ul style="list-style-type: none">oCC1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.oCC1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <p>Craft and Structure</p> <ul style="list-style-type: none">● Point of View<ul style="list-style-type: none">oCC1.2.9-10.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view.● Text Structure<ul style="list-style-type: none">oCC1.2.9-10.E: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.● Vocabulary<ul style="list-style-type: none">oCC1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none">● Integration of Evaluation Evidence, Knowledge and Ideas<ul style="list-style-type: none">oCC1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account● Integration of Knowledge and Ideas Analysis Across Texts<ul style="list-style-type: none">oCC1.2.9-10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.● Integration of Knowledge and Ideas<ul style="list-style-type: none">oCC1.2.9-10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none">● CC1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.● CC1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. <p>Range of Reading</p> <ul style="list-style-type: none">● CC1.2.9-10.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING--NONFICTION:

- L.N.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3: Use appropriate strategies to comprehend literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—NONFICTION

- L.N.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

● Author's Purpose

- L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.

● Vocabulary

- L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4: Draw conclusions about connotations of words.

● Comprehension

- L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

● Interpretation & Analysis

○ Make & Support Interpretations

- L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2: Cite evidence from a text to support generalizations.

○ Compare, Analyze, and Evaluate Literary Forms

- L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

○ Compare, Analyze, and Evaluate Literary Elements

- L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action

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- L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole

o Identify and Analyze Text Organization and Structure

- L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4: Make connections between a text and the content of graphics and charts.
- L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

o Identify and Analyze Essential and Nonessential Information

- L.N.2.5.1: Differentiate between fact and opinion.
- L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3: Distinguish essential from nonessential information.
- L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.
- L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.
- L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfiction text.

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COURSE: Introduction to English Language Arts	GRADE: 9
STRAND: Reading Literature Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD
1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● Theme: <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.A</u>: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● Text Analysis: <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.B</u>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. ● Literary Elements: <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.C</u>: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● Point of View <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.D</u>: Determine an author's particular point of view and analyze how rhetoric advances the point of view. ● Text Structure <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.E</u>: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. ● Vocabulary <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.F</u>: Analyze how words and phrases shape meaning and tone in texts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● Sources of Information <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.G</u>: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. ● Text Analysis <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.H</u>: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ● Strategies <ul style="list-style-type: none"> ○ <u>CC.1.3.9-10.I</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. ○ <u>CC.1.3.9-10.J</u>: Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. <p>Range of Reading</p> <ul style="list-style-type: none"> ● <u>CC.1.3.9-10.K</u>: Read and comprehend literary fiction on grade level, reading independently and proficiently.

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KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING—FICTION:

- L.F.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3: Use appropriate strategies to comprehend literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—FICTION

- L.F.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary fiction.
- L.F.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary fiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

● Author's Purpose

- L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

● Vocabulary

- L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4: Draw conclusions about connotations of words.

● Comprehension

- L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.

● Interpretation & Analysis

○ Make & Support Interpretations

- L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2: Cite evidence from a text to support generalizations.

○ Compare, Analyze, and Evaluate Literary Forms

- L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary fiction.
- L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

○ Compare, Analyze, and Evaluate Literary Elements

- L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text
- L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text

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- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- o Identify and Analyze Text Organization and Structure
 - L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- o Identify and Analyze Essential and Nonessential Information
 - L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
 - L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices.
 - L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

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COURSE: Introduction to English Language Arts	GRADE(S): 9
STRAND: Writing	TIME FRAME: Year-Long

PA COMMON CORE STANDARD
1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT
<ul style="list-style-type: none"> ▪ Informative/Explanatory <ul style="list-style-type: none"> ○ CC.1.4.9-10.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. <ul style="list-style-type: none"> ▪ Focus <ul style="list-style-type: none"> ● CC.1.4.9-10.B: Write with a sharp distinct focus identifying topic, task, and audience. ▪ Content <ul style="list-style-type: none"> ● CC.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. ▪ Organization <ul style="list-style-type: none"> ● CC.1.4.9-10.D: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. ▪ Style <ul style="list-style-type: none"> ● CC.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ○ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. ○ Establish and maintain a formal style. ▪ Conventions of Language <ul style="list-style-type: none"> ● CC.1.4.9-10.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. ▪ Opinion/Argumentative <ul style="list-style-type: none"> ○ CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics. <ul style="list-style-type: none"> ▪ Focus <ul style="list-style-type: none"> ● CC.1.4.9-10.H: Write with a sharp distinct focus identifying topic, task, and audience. <ul style="list-style-type: none"> ○ Introduce the precise claim. ▪ Content <ul style="list-style-type: none"> ● CC.1.4.9-10.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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. ▪ Organization <ul style="list-style-type: none"> ● CC.1.4.9-10.J: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. ▪ Style <ul style="list-style-type: none"> ● CC.1.4.9-10.K: Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ○ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. ○ Establish and maintain a formal style.

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- **Conventions of Language**

- CC.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Narrative**

- **CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.**

- **Focus**

- CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

- **Content**

- CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

- **Organization**

- CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **Style**

- CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.
 - Use parallel structure.
 - Use various types of phrases and clauses to convey meaning and add variety and interest.

- **Conventions of Language**

- CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Response to Literature**

- CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

- **Production & Distribution of Writing**

- **Writing Process**

- CC.1.4.9-10.T: 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.

- **Technology & Publication**

- CC.1.4.9-10.U: 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.

- **Conducting Research**

- CC.1.4.9-10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Credibility, Reliability, and Validity of Sources**

- CC.1.4.9-10.W: 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.

- **Range of Writing**

- CC.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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ASSESSMENT ANCHORS

● Exposition

- o C.E.1.1: Write informative pieces that describe, explain, or summarize information or ideas.
- o C.E.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
- o C.E.3.1: Use conventions of standard written language.

● Persuasion

- o C.P.1.1: Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.
- o C.P.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
- o C.P.3.1: Use conventions of standard written language.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

● Exposition

- o C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
- o C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.
- o C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
- o C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
- o C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
- o C.E.2.1.1 Use a variety of sentence structures.
- o C.E.2.1.2 Use precise language to create clarity, voice, and tone.
- o C.E.2.1.3 Revise to eliminate wordiness and redundancy.
- o C.E.2.1.4 Revise to delete irrelevant details.
- o C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
- o C.E.2.1.6 Combine sentences for cohesiveness and unity.
- o C.E.2.1.7 Revise sentences for clarity.
- o C.E.3.1.1: Spell all words correctly.
- o C.E.3.1.2: Use capital letters correctly.
- o C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- o C.E.3.1.4: Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- o C.E.3.1.5: Demonstrate correct sentence formation.

● Persuasion

- o C.P.1.1.1: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
- o C.P.1.1.2: Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.
- o C.P.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position.
- o C.P.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
- o C.P.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation.
- o C.P.2.1.1 Use a variety of sentence structures.
- o C.P.2.1.2 Use precise language to create clarity, voice, and tone.
- o C.P.2.1.3 Revise to eliminate wordiness and redundancy.
- o C.P.2.1.4 Revise to delete irrelevant details.
- o C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.
- o C.P.2.1.6 Combine sentences for cohesiveness and unity.
- o C.P.2.1.7 Revise sentences for clarity.
- o C.P.3.1.1 Spell all words correctly.
- o C.P.3.1.2 Use capital letters correctly.
- o C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- o C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- o C.P.3.1.5 Demonstrate correct sentence formation.

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COURSES: Introduction to English Language Arts	GRADE(S): 9
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA COMMON CORE STANDARD
1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT
Comprehension and Collaboration <ul style="list-style-type: none">● Collaborative Discussion<ul style="list-style-type: none">o <u>CC.1.5.9-10.A</u> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.● Evaluating Information<ul style="list-style-type: none">o <u>CC.1.5.9-10.B</u> Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.● Critical Listening<ul style="list-style-type: none">o <u>CC.1.5.9-10.C</u> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Presentation of Knowledge and Ideas <ul style="list-style-type: none">● Purpose, Audience, and Task<ul style="list-style-type: none">o <u>CC.1.5.9-10.D</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.● Context<ul style="list-style-type: none">o <u>CC.1.5.9-10.E</u> Adapt speech to a variety of contexts and tasks.● Multimedia<ul style="list-style-type: none">o <u>CC.1.5.9-10.F</u> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.● Conventions of Standard English<ul style="list-style-type: none">o <u>CC.1.5.9-10.G</u> Demonstrate command of the conventions of standard English when speaking based on grade 9- 10 level and content.

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CONTENT UNITS	
COURSE: Introduction to English Language Arts	GRADE: 9

<p>UNIT 1: INTRODUCTION TO RHETORICAL ELEMENTS AND DEVICES, VIA INFORMATIONAL TEXT AND CREATIVE NONFICTION (articles, monographs, biographies, how-tos, editorials, etc.; 12-13 weeks)</p> <p>Key Concepts: Reading, Writing, Speaking about, and Listening to Creative Nonfiction Texts</p> <p>This unit focuses on reading, evaluating, and analyzing texts whose purpose is to inform, explain, or persuade, as well as practicing writing for the same.</p> <p>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> ● Identify and explain organization and structure (i.e., introduction, historical context, argument, claims and evidence, concessions, conclusion, text features (i.e., headings, charts, pictures, etc.), etc.) in informational text, and nonfiction more broadly. ● Understand and explain why authors of informational text focus on a particular concept or argument. ● Evaluate the credibility, perspective, assumptions, and biases of a nonfiction author as revealed (explicitly and implicitly) in their text. ● Identify the intended audience of an informational text or work of nonfiction. ● Analyze how authors establish historical context in informational text and nonfiction. ● Define the concept of a thesis statement and identify the thesis and supporting arguments in informational text and nonfiction. ● Identify and explain how authors of nonfiction utilize characterization techniques. ● Identify and explain the use of rhetorical devices to inform and persuade an audience. ● Identify and explain the use of figurative language in informational text and nonfiction. ● Analyze how authors create tone in short stories. ● Write a coherent essay of rhetorical analysis with a clear thesis statement, at least three pieces of evidence from informational/nonfiction texts, and a strong introduction and conclusion. ● Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting. <p>TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.</p> <ul style="list-style-type: none"> ● Allusion ● Analysis ● Argument/Position ● Author's purpose ● Bias ● Biography ● Character, characterization ● Claim ● Compare/Contrast ● Defense of a claim ● Diction ● Differentiate ● Draw Conclusion ● Elements of Nonfiction ● Evaluate ● Evidence (incl. finding, evaluating, paraphrasing, quoting, citing, drawing connections with other evidence and the thesis) ● Explain ● Explicit ● Fact ● Figurative language ● Flashback ● Headings, graphics, and charts ● Implicit ● Inference ● Informational text ● Irony (e.g., dramatic, situational, verbal) ● Key/Supporting details ● Literary nonfiction ● Main idea ● Nonfiction ● Opinion ● Point of view ● Propaganda and propaganda techniques

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- Rhetorical triangle (ethos, pathos, logos)
- Sensory imagery
- Setting
- Style
- Syntax
- Thesis
- Tone

LITERARY TEXTS

Teachers should choose essays, speeches, historical documents, and excerpts of longer nonfiction works that exemplify rhetorical skill and represent diverse voices and topics; the following is an incomplete list of suitable titles for these purposes. *Titles are available through public domain libraries or Common Core State Standards appendix B.*

50 Essays, by Cohen

Selected editorials and feature articles from contemporary periodicals

Selections from *The World's Great Speeches*, 4th expanded ed., eds. Copeland, et al.

Selections from *The Immortal Life of Henrietta Lacks*, by Skloot

Selections from *The Most Dangerous Man in America*, by Sheinlin

Selections from *Getting Away with Murder: The True Story of the Emmett Till Case*, by Crowe

Selections from *Give Me Liberty*, by Foner

Selections from *A People's History of the United States*, by Zinn

Selections from *Hidden Systems*, by Nott*

Selections from *No Planet B*, by the editors of *Teen Vogue*

Informational texts (e.g., history/biography about authors, poets, and their subjects; memoirs, interviews, workshops, and treatises about writing as a craft by selected authors and poets—an incomplete list):

The Everyday Writer, 4e, by Lunsford

The Norton Guide to Writing, 5e, Bullock, Goggin, and Weinberg

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Subunit: Genius Hour (10-12 weeks)

KEY CONCEPTS: Research, Composition, and Presentation

This unit focuses on conducting research, planning and crafting a work product, and presenting both to a variety of audiences.

UNIT OBJECTIVES:

- Learn about a topic and/or skill of interest.
- Study the historical context of said topic/skill.
- Identify key figures and experts in the history/practice of said topic/skill
- Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
- Compile an annotated bibliography to support the writing of a research paper on a topic central to your Genius Hour project.
- Write a research paper or essay (Genius Hour Research Paper).*
- Develop a work product that demonstrates your developing knowledge/skill (Genius Hour Project).
- Develop and deliver a presentation for your ELA classmates showcasing your project experience (emphasis: process; Genius Hour Presentation).
- Develop a presentation for a broader audience to teach or display what you have learned or created (emphasis: demonstration/explanation; Genius Hour Expo Presentation).**
- Practice planning and self-assessment skills throughout the project period (n.b., 10-12 weeks), culminating in a self-reflection entry (essay, blog/vlog post, letter, etc.) in the student portfolio.

* Freshmen may choose to write a research paper following their annotated bibliography, or to write a literary analysis instead, at the instructor's discretion.

** For some students, the Genius Hour Expo presentation will serve as their Genius Hour Project

LITERARY TEXTS

Teachers should support students in selecting a variety of texts pertinent to their selected topic.

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UNIT 2: INTRODUCTION TO LITERARY ELEMENTS AND DEVICES, VIA SHORT STORIES AND POETRY (6-7 weeks)

KEY CONCEPTS: Literary elements and devices, as demonstrated, by masters of the form

This unit focuses on developing skills in recognizing and analyzing an author's use of literary elements and devices (e.g., plot, point of view, setting, characters and characterization, figurative language, tone, diction, etc.).

UNIT OBJECTIVES:

- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, and resolution/denouement) in short stories.
- Define and offer examples of various forms of poetry.
- Identify the form, rhyme scheme, and meter of poems studied.
- Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.
- Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.
- Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story or poem.
- Define the concept of theme and identify the theme(s) in stories and poems read.
- Identify and explain characterization techniques in short stories and poems.
- Identify and explain the use of figurative language in short stories and poems.
- Analyze how authors create tone in short stories and poems.
- Identify the point of view in a short story or poem and analyze how point of view affects the reader's interpretation of the text.
- Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.

- Character, characterization
- Diction
- Figurative language (e.g., metaphor, personification, allusion, hyperbole, onomatopoeia, assonance/consonance, alliteration, etc.)
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/dénouement)
- Point of view (first person, second person, third person, omniscient narrator, unreliable narrator, etc.)
- Sensory imagery
- Setting
- Style
- Symbol, symbolism
- Theme
- Tone

LITERARY TEXTS

Teachers should choose stories and poems that exemplify great storytelling and creative, masterful use of literary devices and figurative language. Readings, exercises, and quizzes about the writing process and writing mechanics to be drawn from *The Norton Field Guide for Writing, They Say, I Say*, and *The Everyday Writer*.

REQUIRED LITERARY WORKS:

Short stories, by (an incomplete list):

Sir Arthur Conan Doyle
Edgar Allan Poe
O. Henry
Teolinda Gersão
Italo Calvino
Naguib Mahfouz
Louise Erdrich
Kurt Vonnegut
Ursula K. Le Guin
N. K. Jemisin
Tananarive Due
Jhumpa Lahiri
Ray Bradbury
Shirley Jackson

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Roald Dahl
Neil Gaiman
Stephen King

Poems, by (an incomplete list):

Gwendolyn Brooks
Emily Dickinson
Walt Whitman
Langston Hughes
Nikki Giovanni
Robert Frost
Percy Bysshe Shelley
Alfred, Lord Tennyson
William Shakespeare
Billy Collins
Toni Cade Bambara
Sarah Orne Jewett
Homer

Informational texts (e.g., history/biography about authors, poets, and their subjects; memoirs, interviews, workshops, and treatises about writing as a craft, by selected authors and poets—an incomplete list):

On Writing, by King
I Know What the Red Clay Looks Like, ed. Carroll
A Poetry Handbook, by Oliver
Masterclass with Gaiman, Gorman, Harjo, Collins, Sedaris, Jemisin
The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom, by Chavez
Ordinary Genius: A Guide for the Poet Within, Adonizzio
How to Write Like a Writer, by Foster
How to Read Poetry Like a Professor, by Foster
How to Read Literature Like a Professor, by Foster
Steering the Craft, by Le Guin
How Fiction Works, by Wood
The Writing Life, by Dillard

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UNIT 3: INTRODUCTION TO LITERARY ELEMENTS AND DEVICES, VIA NOVELS AND PLAYS (9-10 weeks)

KEY CONCEPTS: Theme, characterization, tone, and symbolism in long-form fiction.

This unit uses classic literature and plays to address and analyze the literary forms of novels and drama.

UNIT OBJECTIVES:

- Learn about the history of the novel as a literary form.
- Recognize the importance of historical context to the appreciation of setting and character.
- Identify major and minor characters.
- Analyze and explain characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots
- Recognize the importance of point of view in a novel and why it wouldn't be the same story told from someone else's point of view.
- Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
- Identify and explain the elements of drama in general, and in Greek drama in particular (see Terminology section).
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term tragedy.
- Analyze the playwrights' use of literary elements.
- Identify the poetic devices used in *Othello* or *Midsummer Night's Dream* and explain their effect.
- Take part in a 3-4 week book club reading experience, building understanding and appreciation of students' chosen work alongside 2-3 peers, culminating in a literature circle.
- Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview

- Antagonist
- Aside
- Blank verse
- Characterization
- Characters: major and minor
- Classical allusions
- Comedy
- Conflict
- Dialogue
- Dramatic irony
- Extended metaphor
- Foil
- Greek chorus
- Heroic couplet
- Iambic pentameter
- Irony: dramatic, situational, verbal
- Monologue
- Motif
- Parallel plots
- Protagonist
- Setting
- Soliloquy
- Stasimon
- Theme
- Tragedy
- Tragic hero
- Tragic flaw
- Tragic illumination

LITERARY TEXTS

REQUIRED LITERARY WORKS:

Medea, by Euripides

Othello, by William Shakespeare

A Raisin in the Sun, by Hansberry

Of Mice and Men, by Steinbeck

The House on Mango Street, by Cisneros

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Animal Farm, by Orwell

SUPPLEMENTAL LITERARY WORKS (an incomplete list):

A Midsummer Night's Dream, by Shakespeare

The Strange Case of Dr. Jekyll and Mr. Hyde, by Stevenson

Fahrenheit 451, by Bradbury

The Bacchae, by Euripides

The Real Inspector Hound, by Stoppard

The Philadelphia, by Ives

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UNIT 4: INTRODUCTION TO RHETORICAL ELEMENTS AND DEVICES, VIA CREATIVE NONFICTION (memoirs, speeches, essays; 9-10 weeks)

KEY CONCEPTS: Reading, writing, speaking, and listening to creative and narrative nonfiction

In this unit students focus on learning to appreciate and imitate the elements and style of creative nonfiction masters and prepare to give a speech or mini-lecture in the Spring Symposium.

UNIT OBJECTIVES:

- Identify and explain the characteristics of a memoir.
- Distinguish between an autobiography and a memoir.
- Identify and explain the effect of stylistic devices used in memoirs.
- Identify and explain the characteristics of various types of essays (e.g., literary and narrative).
- Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors.
- Apply rhetorical strategies learned in this unit to essay and speech writing projects of their own.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.

- Abstract/universal essay
- Alliteration
- Autobiography
- Chronological order
- Classification and division
- Compare-and-contrast essay
- Ethos, pathos, logos
- Exemplification
- Extended metaphor
- Memoir
- Objective/factual essay
- Personal/autobiographical essay
- Repetition
- Satire

LITERARY TEXTS

REQUIRED LITERARY WORKS:

I Know Why the Caged Bird Sings

Night, by Wiesel

Selected feature articles from contemporary periodicals

SUPPLEMENTAL LITERARY WORKS:

Maus, by Spiegelman

Travels with Charley, by Steinbeck

“The Case for Reparations” (*The Atlantic*, 2014), by Coates

Selections from *I Am Malala*, by Yousafzai

Selections from *Born A Crime*, by Noah

Selections from *Diary of a Young Girl*, by Frank

Selections from *The Reason I Jump*, by Higashida

Selections from *Fun Home*, by Bechdel

Selections from *Boy*, by Dahl

Selections from *Trashed*, by Backderf

Selections from *They Called Us Enemy*, by Takei

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APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Baseline information for text
- Class discussion
- Close Reading

(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)

- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:

- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines

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ASSESSMENTS:

Summative

- Benchmark assessment
- Course mid and final exam
- End of unit product
- Essay/written responses
- Individual or group projects and presentations using Slides, Canva, Keynote, or PowerPoint
- Passage check
- Portfolio
- Rubric

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Teacher Observation

Diagnostic

- CARL – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- CDTs – ALL LEVELS

REMEDIATION:

- Apprentice text
(Apprentice text is a short, one- to four- paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Qualifying students receive Wilson, Just Words, or Elements of Literacy
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>

ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- Guidance Counselors
- Reading Specialists
- Related Arts Teachers
- Special Education Teachers

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ADDITIONAL RESOURCES:

Project Gutenberg provides free eBooks and e-texts of 40,000 in public domain. <http://www.gutenberg.org>

PMSD utilizes the Purdue Online Writing Lab: Grades 7-12 Instructors and Students section as a resource for all writing related information.

Found here: <http://owl.english.purdue.edu/owl/resource/677/01/>

Newsela.com

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SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH	
Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.