

OHEOC Tutorials for Ohio are designed specifically for the Ohio Learning Standards to prepare students for the Ohio End Of Course assessments. EOC Categories are at the heart of OHEOC Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, persuasive, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

1. ELEMENTS OF LITERATURE 1

- **FIGURATIVE LANGUAGE**

- **OH.ELA-Literacy.L.9-10.5a** *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.*
- **OH.ELA-Literacy.RL.9-10.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).*

2. ELEMENTS OF LITERATURE 2

- **THEME**

- **OH.ELA-Literacy.RL.9-10.2a** *Determine a theme 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.*
- **OH.ELA-Literacy.RL.9-10.2b** *Provide an objective summary of the text that includes the theme and relevant story elements.*

- **CONFLICT**

- **OH.ELA-Literacy.RL.9-10.3** *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

- **CHARACTER TYPES**

- **OH.ELA-Literacy.RL.9-10.3** *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

- FORESHADOWING AND SUSPENSE

- **OH.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

3. READING STRATEGIES 1

- MAKING INFERENCES

- **OH.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **OH.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- DRAWING CONCLUSIONS

- **OH.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **OH.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- IMPLIED MAIN IDEA

- **OH.ELA-Literacy.RI.9-10.2b** Provide an objective summary of the text that includes the development of the central idea and how details impact this idea
- **OH.ELA-Literacy.RL.9-10.2b** Provide an objective summary of the text that includes the theme and relevant story elements.
- **OH.ELA-Literacy.RI.9-10.2a** 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

4. READING STRATEGIES 2

- SUMMARY, ANALYSIS, AND CRITIQUE

- **OH.ELA-Literacy.RI.9-10.2b** Provide an objective summary of the text that includes the development of the central idea and how details impact this idea
- **OH.ELA-Literacy.RL.9-10.2b** Provide an objective summary of the text that includes the theme and relevant story elements.
- **OH.ELA-Literacy.RST.9-10.2b** Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept.
- **OH.ELA-Literacy.RH.9-10.2b** Provide an accurate and objective summary of how key events or ideas develop over the course of the text.

- RHETORICAL TECHNIQUES

5. READING STRATEGIES 3

- DETERMINING AUTHOR'S PURPOSE

- **OH.ELA-Literacy.RI.9-10.3** Analyze how the 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.
- **OH.ELA-Literacy.RI.9-10.6** Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
- **OH.ELA-Literacy.RST.9-10.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- **OH.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- ANALYZING AUTHOR'S PERSPECTIVE

- **OH.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular

sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- **OH.ELA-Literacy.RI.9-10.6** Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

6. AUTHOR'S VOICE AND METHOD

• ANALYZING AUTHOR'S STYLE

- **OH.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **OH.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **OH.ELA-Literacy.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• TONE AND MOOD

- **OH.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
- **OH.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **OH.ELA-Literacy.W.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.W.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• WORD CHOICE

- **OH.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
- **OH.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **OH.ELA-Literacy.W.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.W.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **OH.ELA-Literacy.W.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- **OH.ELA-Literacy.WHST.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

7. STRATEGY 1

• EVALUATING EVIDENCE

- **OH.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **OH.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **OH.ELA-Literacy.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **OH.ELA-Literacy.W.9-10.9b** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **OH.ELA-Literacy.RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **OH.ELA-Literacy.RST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

8. STRATEGY 2

• CENTRAL IDEAS

- **OH.ELA-Literacy.RI.9-10.2a** 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
- **OH.ELA-Literacy.RST.9-10.2a** Determine the central ideas or conclusions of a text.
- **OH.ELA-Literacy.RH.9-10.2a** Determine the central ideas or information of a primary or secondary source.
- **OH.ELA-Literacy.RI.9-10.2b** Provide an objective summary of the text that includes the development of the central idea and how details impact this idea
- **OH.ELA-Literacy.RL.9-10.2b** Provide an objective summary of the text that includes the theme and relevant story elements.

9. STRATEGY 3

• TEXT STRUCTURES AND DEVELOPMENT

- **OH.ELA-Literacy.RI.9-10.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **OH.ELA-Literacy.W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- **OH.ELA-Literacy.RI.9-10.3** Analyze how the 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.
- **OH.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

• LOGICAL FALLACIES

- **OH.ELA-Literacy.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **OH.ELA-Literacy.W.9-10.9b** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

10. STRATEGY 4

• FACT VERSUS OPINION

- **OH.ELA-Literacy.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.

- **OH.ELA-Literacy.W.9-10.9b** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **OH.ELA-Literacy.WHST.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.

- **ANALYZING AUDIENCE APPEALS**

- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

11. TEXT CONNECTIONS 1

- **THEMES ACROSS CULTURES**

- **OH.ELA-Literacy.RL.9-10.6** Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- **ANALYZING FICTION ACROSS MEDIUMS**

- **OH.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

12. TEXT CONNECTIONS 2

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **OH.ELA-Literacy.RI.9-10.7** 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.

- **PRINT AND NONPRINT TEXTS**

- **OH.ELA-Literacy.RI.9-10.7** 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.

- **FOUNDATIONAL U.S. DOCUMENTS I**

- **OH.ELA-Literacy.RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

13. TEXT CONNECTIONS 3

- **TRANSFORMING IDEAS**

- **OH.ELA-Literacy.RL.9-10.9** Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **OH.ELA-Literacy.RL.9-10.6** Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **OH.ELA-Literacy.W.9-10.9a** Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

14. TEXT ORGANIZATION 1

- CAUSE AND EFFECT
 - **OH.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CHRONOLOGY AND SEQUENCING
 - **OH.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- FLASHBACK AND FRAMING
 - **OH.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

15. TEXT ORGANIZATION 2

- COMPARE AND CONTRAST
 - **OH.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
 - **OH.ELA-Literacy.RL.9-10.9** Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
 - **OH.ELA-Literacy.W.9-10.9a** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
 - **OH.ELA-Literacy.RST.9-10.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

16. SENTENCE STRUCTURE 1

- SENTENCE STRUCTURE
 - **OH.ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- CLAUSES
 - **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - **OH.ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- RESTRICTIVE AND NONRESTRICTIVE CLAUSES
 - **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- PREPOSITIONAL AND INFINITIVE PHRASES
 - **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

17. SENTENCE STRUCTURE 2

- GERUND AND PARTICIPIAL PHRASES

- **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **APPPOSITIVE AND ABSOLUTE PHRASES**

- **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **PARALLELISM AND VERB TENSE**

- **OH.ELA-Literacy.L.9-10.1a** Use parallel structure.

18. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **OH.ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- **OH.ELA-Literacy.L.9-10.2b** Use a colon to introduce a list or quotation.

- **COMMAS WITH PHRASES AND CLAUSES**

- **OH.ELA-Literacy.L.9-10.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

19. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**

- **OH.ELA-Literacy.L.9-10.6** 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.
- **OH.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
- **OH.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **OH.ELA-Literacy.L.9-10.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **OH.ELA-Literacy.L.9-10.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **OH.ELA-Literacy.L.9-10.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **OH.ELA-Literacy.L.9-10.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **CONNOTATION AND DENOTATION**

- **OH.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
- **OH.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **OH.ELA-Literacy.L.9-10.5b** Analyze nuances in the meaning of words with similar denotations.

20. CONTEXTUAL CLUES 2

• WORD PATTERNS

- **OH.ELA-Literacy.L.9-10.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **OH.ELA-Literacy.L.9-10.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
- **OH.ELA-Literacy.L.9-10.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

21. USAGE 1

• USING THE DICTIONARY AND THESAURUS

- **OH.ELA-Literacy.L.9-10.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
- **OH.ELA-Literacy.L.9-10.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

22. USAGE 2

• FORMAL AND INFORMAL LANGUAGE

- **OH.ELA-Literacy.W.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.W.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.L.9-10.6** 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.
- **OH.ELA-Literacy.WHST.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• USING STYLE GUIDES

- **OH.ELA-Literacy.L.9-10.3a** Write 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.
- **OH.ELA-Literacy.L.9-10.3b** Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

• SPELLING RULES

- **OH.ELA-Literacy.L.9-10.2c** Spell correctly.

23. BUILDING AN ESSAY 1

• DETERMINING AN APPROPRIATE ESSAY FORMAT

- **OH.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• INTRODUCTIONS

- **OH.ELA-Literacy.W.9-10.1a** Establish a clear and thorough thesis to present an argument.

- **OH.ELA-Literacy.W.9-10.2b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
- **OH.ELA-Literacy.WHST.9-10.2b** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**

- **OH.ELA-Literacy.W.9-10.1f** Provide a concluding statement or section that follows from and supports the argument presented.
- **OH.ELA-Literacy.W.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **OH.ELA-Literacy.WHST.9-10.1f** Provide a concluding statement or section that follows from or supports the argument presented.

24. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **OH.ELA-Literacy.W.9-10.2b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.9-10.2b** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **OH.ELA-Literacy.WHST.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.

- **WRITING AND TECHNOLOGY**

- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.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.

25. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **OH.ELA-Literacy.W.9-10.2a** Establish a clear and thorough thesis to present information.
- **OH.ELA-Literacy.W.9-10.2b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
- **OH.ELA-Literacy.WHST.9-10.2a** Establish a clear and thorough thesis to present information.
- **OH.ELA-Literacy.WHST.9-10.2b** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **OH.ELA-Literacy.W.9-10.2c** 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.
- **OH.ELA-Literacy.WHST.9-10.2c** 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.

- **EXPOSITORY ESSAYS**

- **OH.ELA-Literacy.W.9-10.2c** 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.
- **OH.ELA-Literacy.W.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **OH.ELA-Literacy.WHST.9-10.2c** 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.
- **OH.ELA-Literacy.WHST.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

26. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**

- **OH.ELA-Literacy.W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.W.9-10.1d** 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.
- **OH.ELA-Literacy.WHST.9-10.1d** 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.

- **CLAIMS AND COUNTERCLAIMS**

- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.W.9-10.1d** 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.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1d** 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.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **OH.ELA-Literacy.W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.W.9-10.1d** 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.
- **OH.ELA-Literacy.WHST.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- **OH.ELA-Literacy.WHST.9-10.1d** 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.

27. ARGUMENTATIVE WRITING 2

• TYPES OF EVIDENCE

- **OH.ELA-Literacy.W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

• ARGUMENTATIVE ESSAYS

- **OH.ELA-Literacy.W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.W.9-10.1c** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.W.9-10.1d** 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.
- **OH.ELA-Literacy.W.9-10.1f** Provide a concluding statement or section that follows from and supports the argument presented.
- **OH.ELA-Literacy.WHST.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **OH.ELA-Literacy.WHST.9-10.1c** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- **OH.ELA-Literacy.WHST.9-10.1d** 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.

28. RESEARCH 1

• REFINING A RESEARCH QUESTION

- **OH.ELA-Literacy.W.9-10.7** 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.
- **OH.ELA-Literacy.WHST.9-10.7** 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.

• GATHERING INFORMATION

- **OH.ELA-Literacy.W.9-10.2c** 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.
- **OH.ELA-Literacy.W.9-10.7** 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.
- **OH.ELA-Literacy.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.

- **OH.ELA-Literacy.WHST.9-10.7** 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.
- **OH.ELA-Literacy.WHST.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.

29. RESEARCH 2

- **SYNTHEZISING IDEAS**

- **OH.ELA-Literacy.W.9-10.7** 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.
- **OH.ELA-Literacy.WHST.9-10.7** 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.

- **AVOIDING PLAGIARISM**

- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.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.

30. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.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.
- **OH.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.W.9-10.2b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
- **OH.ELA-Literacy.WHST.9-10.2b** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **UNITY AND FOCUS**

- **OH.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **OH.ELA-Literacy.WHST.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.
- **OH.ELA-Literacy.W.9-10.2d** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **OH.ELA-Literacy.WHST.9-10.2d** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- **WORDINESS AND REDUNDANCY**

- **OH.ELA-Literacy.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.
- **OH.ELA-Literacy.WHST.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.

31. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **OH.ELA-Literacy.W.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.W.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.1e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.WHST.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **OH.ELA-Literacy.W.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **OH.ELA-Literacy.WHST.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- **MAINTAINING A FORMAL STYLE**

- **OH.ELA-Literacy.W.9-10.1d** 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.
- **OH.ELA-Literacy.W.9-10.2d** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **OH.ELA-Literacy.WHST.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.
- **OH.ELA-Literacy.WHST.9-10.1d** 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.
- **OH.ELA-Literacy.WHST.9-10.2d** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- **OH.ELA-Literacy.WHST.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.

32. SKILLS FOR SOCIAL STUDIES 1

- **WORKING WITH DATA**

- **OH.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- **READING HISTORICAL EVIDENCE**

- **OH.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **OH.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

33. SKILLS FOR SOCIAL STUDIES 2

- **UNDERSTANDING CAUSATION AND ARGUMENTATION IN HISTORY**

- **OH.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **OH.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

- **THINKING CHRONOLOGICALLY**

- **OH.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- **USING CULTURAL AND HISTORICAL CONTEXT**

- **OH.ELA-Literacy.RH.9-10.6** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

34. SKILLS FOR SCIENCE

- **DISPLAYING AND INTERPRETING DATA**

- **OH.ELA-Literacy.RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

- **TECHNICAL LANGUAGE**

- **OH.ELA-Literacy.RST.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- **OH.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

- **TECHNICAL DOCUMENTS**

- **OH.ELA-Literacy.RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

35. TEST-TAKING STRATEGIES

- **STUDY HABITS**

- **BEING PREPARED AND GETTING STARTED**

- **WORDING IN TEST QUESTIONS**

- **WORDING IN ANSWER CHOICES**

- **QUESTIONS WITH PASSAGES AND VISUAL DATA**

- **ESSAY AND SHORT ANSWER QUESTIONS**

- **WORD PROBLEMS**