MCAP EOC Tutorials for Maryland are designed specifically for the Maryland College and Career Ready Standards to prepare students for the Maryland Comprehensive Assessment Program (MCAP). EOC Categories are at the heart of MCAP EOC 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**
    - **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).*
    - **L.9-10.5.a** *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.*
    - **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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*

2. ELEMENTS OF LITERATURE 2

- **THEME**
    - **RL.9-10.2** *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.*

- **CONFLICT**
    - **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.*

3. ELEMENTS OF LITERATURE 3

- **CHARACTER TYPES**

- **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**
  - **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.*

4. READING STRATEGIES 1

- **MAKING INFERENCES**
  - **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.*
  - **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**
  - **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.*
  - **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**
  - **RL.9-10.2** *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.*
  - **RI.9-10.2** *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.*

5. READING STRATEGIES 2

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - **RL.9-10.2** *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.*
  - **RI.9-10.2** *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.*

6. AUTHOR'S VOICE AND METHOD 1

- **DETERMINING AUTHOR'S PURPOSE**
  - **RI.9-10.6** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
  - **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**
  - **RI.9-10.6** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

7. AUTHOR'S VOICE AND METHOD 2

- **ANALYZING AUTHOR'S STYLE**
  - **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.*
  - **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).

- **TONE AND MOOD**
  - **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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
  - **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).*
  - **W.9-10.1.d** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
  - **W.9-10.2.e** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

8. AUTHOR'S VOICE AND METHOD 3

- **IMAGERY**
  - **W.9-10.3.d** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

- **WORD CHOICE**
  - **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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
  - **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).*
  - **W.9-10.1.d** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
  - **W.9-10.2.d** *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
  - **W.9-10.2.e** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

9. STRATEGY 1

- **EVALUATING EVIDENCE**
  - **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.*
  - **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.*
  - **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.*

- **CENTRAL IDEAS**
  - **RL.9-10.2** *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.*
  - **RI.9-10.2** *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 STRUCTURES AND DEVELOPMENT**
  - **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.*
  - **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).*

- **W.9-10.1.a** *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.*
- **W.9-10.1.b** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*

10. STRATEGY 2

- **LOGICAL FALLACIES**
  - **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.*

- **RHETORICAL TECHNIQUES**
  - **RI.9-10.6** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

11. TEXT CONNECTIONS 1

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - **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 TEXT**
  - **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.*

12. TEXT CONNECTIONS 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - **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).*

- **THEMES ACROSS CULTURES**
  - **RL.9-10.6** *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*

- **TRANSFORMING IDEAS**
  - **RL.9-10.9** *Analyze how an author draws on 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).*
  - **RL.9-10.6** *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*

13. TEXT CONNECTIONS 3

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

14. TEXT ORGANIZATION 1

- **CHRONOLOGY AND SEQUENCING**
  - **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.

- **W.9-10.3.c** *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*

15. TEXT ORGANIZATION 2

- **CAUSE AND EFFECT**
  - **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.*

- **FLASHBACK AND FRAMING**
  - **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.*

16. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**
  - **L.9-10.1.b** *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.*
  - **L.9-10.2.a** *Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*

- **PARALLELISM AND VERB TENSE**
  - **L.9-10.1.a** *Use parallel structure.*

17. CLAUSES

- **CLAUSES**
  - **L.9-10.1.b** *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.*
  - **L.9-10.2.a** *Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - **L.9-10.1.b** *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.*

18. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **L.9-10.1.b** *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.*

- **GERUND AND PARTICIPIAL PHRASES**
  - **L.9-10.1.b** *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.*

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - **L.9-10.1.b** *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. PUNCTUATION

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

- **COMMAS WITH PHRASES AND CLAUSES**
  - **L.9-10.1.b** *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.*

20. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**
  - **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.*
  - **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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
  - **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).*
  - **L.9-10.4.a** *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.*
  - **L.9-10.4.d** *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).*

- **CONNOTATION AND DENOTATION**
  - **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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
  - **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).*
  - **L.9-10.5.b** *Analyze nuances in the meaning of words with similar denotations.*

21. CONTEXTUAL CLUES 2

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - **L.9-10.5.a** *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.*

- **WORD PATTERNS**
  - **L.9-10.4.b** *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).*

22. USAGE 1

- **FORMAL AND INFORMAL LANGUAGE**
  - **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.*

- W.9-10.1.d *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- W.9-10.2.e *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 THE DICTIONARY AND THESAURUS**
  - L.9-10.4.c *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, its part of speech, or its etymology.*
  - L.9-10.4.d *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).*

23. USAGE 2

- **USING STYLE GUIDES**
  - L.9-10.3.a *Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*

- **SPELLING RULES**
  - L.9-10.2.c *Spell correctly.*

24. BUILDING AN ESSAY

- **INTRODUCTIONS**
  - W.9-10.2.a *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 when useful to aiding comprehension.*

- **CONCLUSIONS**
  - W.9-10.1.e *Provide a concluding statement or section that follows from and supports the argument presented.*
  - W.9-10.2.f *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).*
  - W.9-10.3.e *Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.9-10.2.a *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 when useful to aiding comprehension.*

25. NARRATIVE WRITING

- **SHORT NARRATIVES**
  - W.9-10.3.a *Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
  - W.9-10.3.b *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*

- **NARRATIVE TECHNIQUES**
  - W.9-10.3.b *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
  - W.9-10.3.a *Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
  - W.9-10.3.c *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*

- **W.9-10.3.e** *Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

26. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
  - **W.9-10.2.a** *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 when useful to aiding comprehension.*

- **GATHERING INFORMATION**
  - **W.9-10.2.b** *Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - **W.9-10.2.b** *Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

- **EXPOSITORY ESSAYS**
  - **W.9-10.2.b** *Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

27. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**
  - **W.9-10.1.a** *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.*
  - **W.9-10.1.b** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
  - **W.9-10.1.c** *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**
  - **W.9-10.1.a** *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.*
  - **W.9-10.1.b** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
  - **W.9-10.1.c** *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 ESSAYS**
  - **W.9-10.1.a** *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.*
  - **W.9-10.1.b** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
  - **W.9-10.1.c** *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.*
  - **W.9-10.1.e** *Provide a concluding statement or section that follows from and supports the argument presented.*

28. ARGUMENTATIVE WRITING 2

- **CLAIMS AND COUNTERCLAIMS**
  - **W.9-10.1.b** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and*

limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- ○ **W.9-10.1.c** *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.*

- **TYPES OF EVIDENCE**
  - ○ **W.9-10.1.a** *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.*

29. REVISION CONSIDERATIONS 1

- **PREWRITING**
  - ○ **W.9-10.2.a** *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 when useful to aiding comprehension.*

- **UNITY AND FOCUS**
  - ○ **W.9-10.2.c** *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
  - ○ **W.9-10.3.c** *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*

- **WORDINESS AND REDUNDANCY**
  - ○ **W.9-10.3.d** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

30. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**
  - ○ **W.9-10.1.c** *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.*
  - ○ **W.9-10.2.c** *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

- **MAINTAINING A FORMAL STYLE**
  - ○ **W.9-10.1.d** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
  - ○ **W.9-10.2.d** *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
  - ○ **W.9-10.2.e** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

31. 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**