

FSA EOC Tutorials for Florida are designed specifically for the Language Arts Florida Standards to prepare students for the Florida Standards Assessments (FSA). EOC Categories are at the heart of FSA 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

• THEME

- **LAFS.910.RL.1.2** 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.
- **LAFS.910.RI.1.2** 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.

• CONFLICT

- **LAFS.910.RL.1.3** 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

- **LAFS.910.RL.1.3** 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.

2. ELEMENTS OF LITERATURE 2

• FORESHADOWING AND SUSPENSE

- **LAFS.910.RL.2.5** 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. LITERARY TECHNIQUES

- **FIGURATIVE LANGUAGE**

- **LAFS.910.RL.2.4** 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).
- **LAFS.910.RI.2.4** 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).
- **LAFS.910.L.3.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **TRANSFORMING IDEAS**

- **LAFS.910.RL.3.9** 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).
- **LAFS.910.RL.2.6** 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.
- **LAFS.910.W.3.9.a** Apply grades 9–10 Reading standards to literature (e.g., “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]”).

4. READING STRATEGIES 1

- **MAKING INFERENCES**

- **LAFS.910.RL.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LAFS.910.RI.1.1** 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**

- **LAFS.910.RL.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LAFS.910.RI.1.1** 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**

- **LAFS.910.RL.1.2** 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.
- **LAFS.910.RI.1.2** 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

- **DETERMINING AUTHOR'S PURPOSE**

- **LAFS.910.RI.1.3** 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.
- **LAFS.910.RI.2.5** 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).
- **LAFS.910.RI.2.6** 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.

6. READING STRATEGIES 3

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **LAFS.910.RL.1.2** 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.
- **LAFS.910.RI.1.2** 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.

- **LAFS.910.RI.1.3** 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.
- **LAFS.910.RI.3.9** 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.

7. AUTHOR'S VOICE AND METHOD 1

● ANALYZING AUTHOR'S STYLE

- **LAFS.910.RL.2.5** 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.
- **LAFS.910.RI.2.5** 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).
- **LAFS.910.W.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

● TONE AND MOOD

- **LAFS.910.W.1.1.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.
- **LAFS.910.W.1.2.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.
- **LAFS.910.RL.2.4** 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).
- **LAFS.910.RI.2.4** 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).

8. AUTHOR'S VOICE AND METHOD 2

● WORD CHOICE

- **LAFS.910.W.1.1.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.
- **LAFS.910.W.1.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **LAFS.910.W.1.2.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

- **LAFS.910.RL.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LAFS.910.RI.1.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LAFS.910.RI.3.8** 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.
- **LAFS.910.W.3.9.b** 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”).
- **LAFS.910.SL.1.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

10. STRATEGY 2

• CENTRAL IDEAS

- **LAFS.910.RL.1.2** 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.
- **LAFS.910.RI.1.2** 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.

11. STRATEGY 3

• RHETORICAL TECHNIQUES

- **LAFS.910.RI.2.6** 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.

• ANALYZING AUTHOR'S PERSPECTIVE

- **LAFS.910.RI.2.5** 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).
- **LAFS.910.RI.2.6** 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.

12. STRATEGY 4

• TEXT STRUCTURES AND DEVELOPMENT

- **LAFS.910.W.1.1.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.
- **LAFS.910.W.1.1.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.

13. STRATEGY 5

• FACT VERSUS OPINION

- **LAFS.910.SL.1.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LAFS.910.W.3.9.b** 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").
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **LAFS.910.W.3.8** 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.

• LOGICAL FALLACIES

- **LAFS.910.RI.3.8** 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.
- **LAFS.910.W.3.9.b** 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").
- **LAFS.910.SL.1.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

14. TEXT CONNECTIONS 1

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

- **LAFS.910.RI.3.9** 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.

- **ANALYZING FICTION ACROSS MEDIUMS**

- **LAFS.910.RL.3.7** 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).

- **ANALYZING AND DEVELOPING A SPEECH**

- **LAFS.910.SL.1.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

15. TEXT CONNECTIONS 2

- **PRINT AND NONPRINT TEXTS**

- **LAFS.910.RI.3.7** 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.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **LAFS.910.RI.3.7** 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.

16. TEXT CONNECTIONS 3

- **THEMES ACROSS CULTURES**

- **LAFS.910.RL.2.6** 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.

17. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

- **LAFS.910.RL.1.3** 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.

18. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

- **LAFS.910.RL.2.5** 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**

- **LAFS.910.RL.2.5** 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.

19. TEXT ORGANIZATION 3

- **COMPARE AND CONTRAST**

- **LAFS.910.RL.3.7** 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).

- **LAFS.910.RL.3.9** 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).
- **LAFS.910.W.3.9.a** Apply grades 9–10 Reading standards to literature (e.g., “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]”).

20. SENTENCE STRUCTURE 1

● SENTENCE STRUCTURE

- **LAFS.910.L.1.1.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.
- **LAFS.910.L.1.2.a** Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.

● CLAUSES

- **LAFS.910.L.1.1.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.
- **LAFS.910.L.1.2.a** Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.

● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **LAFS.910.L.1.1.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.

● PREPOSITIONAL AND INFINITIVE PHRASES

- **LAFS.910.L.1.1.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.

21. SENTENCE STRUCTURE 2

● GERUND AND PARTICIPIAL PHRASES

- **LAFS.910.L.1.1.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

- **LAFS.910.L.1.1.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.

● PARALLELISM AND VERB TENSE

- **LAFS.910.L.1.1.a** Use parallel structure.

22. PUNCTUATION

● COLONS AND SEMICOLONS

- **LAFS.910.L.1.2.a** Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.
- **LAFS.910.L.1.2.b** Use a colon to introduce a list or quotation.

- **COMMAS WITH PHRASES AND CLAUSES**

- **LAFS.910.L.1.1.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.

- **END MARKS**

- **LAFS.910.L.1.2.a** Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.

23. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **LAFS.910.L.3.4.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.
- **LAFS.910.L.3.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **LAFS.910.RL.2.4** 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).
- **LAFS.910.RI.2.4** 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).
- **LAFS.910.L.3.4.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).
- **LAFS.910.L.3.6** 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.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **LAFS.910.L.3.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **WORD PATTERNS**

- **LAFS.910.L.3.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- **CONNOTATION AND DENOTATION**

- **LAFS.910.RL.2.4** 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).
- **LAFS.910.RI.2.4** 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).
- **LAFS.910.L.3.5.b** Analyze nuances in the meaning of words with similar denotations.

24. USAGE 1

- **FORMAL AND INFORMAL LANGUAGE**

- **LAFS.910.W.1.1.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.
- **LAFS.910.W.1.2.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.
- **LAFS.910.L.3.6** 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.

- **USING THE DICTIONARY AND THESAURUS**

- **LAFS.910.L.3.4.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.
- **LAFS.910.L.3.4.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).

- **USING STYLE GUIDES**

- **LAFS.910.L.2.3.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.

25. USAGE 2

- **SPELLING RULES**

- **LAFS.910.L.1.2.c** Spell correctly.

26. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **LAFS.910.W.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **INTRODUCTIONS**

- **LAFS.910.W.1.2.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**

- **LAFS.910.W.1.2.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).
- **LAFS.910.W.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

- **WRITING AND TECHNOLOGY**

- **LAFS.910.W.2.6** 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.

27. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **LAFS.910.W.1.2.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.
- **LAFS.910.SL.1.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **LAFS.910.W.2.6** 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.

28. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **LAFS.910.W.1.2.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.*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **LAFS.910.W.1.2.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**

- **LAFS.910.W.1.2.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.*

29. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**

- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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.*

- **CLAIMS AND COUNTERCLAIMS**

- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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**

- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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.*

30. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**

- **LAFS.910.W.1.1.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.*

- **ARGUMENTATIVE ESSAYS**

- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.1.e** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **LAFS.910.W.1.1.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.*

31. RESEARCH

- **GATHERING INFORMATION**

- **LAFS.910.W.1.2.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.*
- **LAFS.910.W.3.8** *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.*

- **AVOIDING PLAGIARISM**

- **LAFS.910.W.3.8** *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.*

32. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **LAFS.910.W.2.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- **LAFS.910.W.2.5** *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.*
- **LAFS.910.W.1.2.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**

- **LAFS.910.W.2.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- **LAFS.910.W.2.5** *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.*

- **WORDINESS AND REDUNDANCY**

- **LAFS.910.W.2.5** *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.*

33. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **LAFS.910.W.1.1.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.*
- **LAFS.910.W.1.2.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.*
- **LAFS.910.W.2.5** *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.*

- **MAINTAINING A FORMAL STYLE**

- **LAFS.910.W.1.2.d** *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
- **LAFS.910.W.1.2.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.*

34. TEST-TAKING STRATEGIES

- **STUDY HABITS**

- **BEING PREPARED AND GETTING STARTED**

- **WORDING IN TEST QUESTIONS**

- **WORDING IN TEST QUESTIONS**
- **WORDING IN ANSWER CHOICES**
- **QUESTIONS WITH PASSAGES AND VISUAL DATA**
- **ESSAY AND SHORT ANSWER QUESTIONS**
- **WORD PROBLEMS**