

Milestones EOC Tutorials for Georgia are designed specifically for the Georgia Standards of Excellence to prepare students for the Georgia Milestones end-of-course assessments. EOC Categories are at the heart of Milestones 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

- **ELAGSE9-10RI4** 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).
- **ELAGSE9-10RL4** 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.)
- **ELAGSE9-10L5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

● THEME

- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely 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.

2. ELEMENTS OF LITERATURE 2

● CONFLICT

- **ELAGSE9-10RL3** 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

- **ELAGSE9-10RL3** 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**

- **ELAGSE9-10RL5** 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. ELEMENTS OF LITERATURE 3

- **IMAGERY**

- **ELAGSE9-10W3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

4. READING STRATEGIES 1

- **MAKING INFERENCES**

- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RL1** 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**

- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **ELAGSE9-10RI2** 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.
- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely 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.

- **DETERMINING AUTHOR'S PURPOSE**

- **ELAGSE9-10RI3** 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.
- **ELAGSE9-10RI6** 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.
- **ELAGSE9-10RI5** 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).

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **ELAGSE9-10RI9** 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," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
- **ELAGSE9-10RI3** 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.
- **ELAGSE9-10RI2** 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.
- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely 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

• ANALYZING AUTHOR'S PERSPECTIVE

- **ELAGSE9-10RI6** 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.
- **ELAGSE9-10RI5** 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).

7. AUTHOR'S VOICE AND METHOD 2

• ANALYZING AUTHOR'S STYLE

- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELAGSE9-10RI5** 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).
- **ELAGSE9-10RL5** 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.

• TONE AND MOOD

- **ELAGSE9-10RI4** 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).
- **ELAGSE9-10RL4** 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.)
- **ELAGSE9-10W2e** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10W1d** Establish and maintain an appropriate style and objective tone.

• WORD CHOICE

- **ELAGSE9-10W2e** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10W2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **ELAGSE9-10W1d** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10RI4** 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).
- **ELAGSE9-10RL4** 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.)

8. STRATEGY 1

• EVALUATING EVIDENCE

- **ELAGSE9-10W9b** 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").
- **ELAGSE9-10RI8** 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.
- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

• TEXT STRUCTURES AND DEVELOPMENT

- **ELAGSE9-10W1b** 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.

- **ELAGSE9-10W1a** *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.*
- **ELAGSE9-10RI5** *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).*
- **ELAGSE9-10RI3** *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.*

- **LOGICAL FALLACIES**

- **ELAGSE9-10W9b** *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”).*
- **ELAGSE9-10RI8** *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.*

9. STRATEGY 2

- **RHETORICAL TECHNIQUES**

- **ELAGSE9-10RI6** *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.*

- **CENTRAL IDEAS**

- **ELAGSE9-10RI2** *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.*
- **ELAGSE9-10RL2** *Determine a theme or central idea of text and closely 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.*

10. STRATEGY 3

- **FACT VERSUS OPINION**

- **ELAGSE9-10W9b** *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”).*
- **ELAGSE9-10W8** *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**

- **ELAGSE9-10W1b** *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.*

11. ANALYZING INFORMATIONAL TEXTS

- **PRINT AND NONPRINT TEXTS**

- **ELAGSE9-10RI7** *Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.*

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

- **ELAGSE9-10RI9** *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,” Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **ELAGSE9-10RI7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.

12. ANALYZING LITERATURE 1

● ANALYZING FICTION ACROSS MEDIUMS

- **ELAGSE9-10RL7** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.

● THEMES ACROSS CULTURES

- **ELAGSE9-10RL6** 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. ANALYZING LITERATURE 2

● TRANSFORMING IDEAS

- **ELAGSE9-10W9a** 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]”).
- **ELAGSE9-10RL9** 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).
- **ELAGSE9-10RL6** 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.

14. TEXT ORGANIZATION 1

● COMPARE AND CONTRAST

- **ELAGSE9-10W9a** 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]”).
- **ELAGSE9-10RL9** 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).
- **ELAGSE9-10RL7** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.

● CHRONOLOGY AND SEQUENCING

- **ELAGSE9-10W3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **ELAGSE9-10RL5** 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

● CAUSE AND EFFECT

- **ELAGSE9-10RL3** 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

- **ELAGSE9-10RL5** 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

- **ELAGSE9-10L2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

● PARALLELISM AND VERB TENSE

- **ELAGSE9-10L1a** Use parallel structure.

17. CLAUSES

● CLAUSES

- **ELAGSE9-10L1b** 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.
- **ELAGSE9-10L2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **ELAGSE9-10L1b** 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

- **ELAGSE9-10L1b** 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

- **ELAGSE9-10L1b** 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

- **ELAGSE9-10L1b** 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 AND SPELLING

● COLONS AND SEMICOLONS

- **ELAGSE9-10L2b** Use a colon to introduce a list or quotation.
- **ELAGSE9-10L2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

● COMMAS WITH PHRASES AND CLAUSES

- **ELAGSE9-10L1b** 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.

● SPELLING RULES

- **ELAGSE9-10L2c** Spell correctly.

20. CONTEXTUAL CLUES 1

● USING CONTEXTUAL CLUES

- **ELAGSE9-10L6** 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.
- **ELAGSE9-10L5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **ELAGSE9-10L4a** 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.
- **ELAGSE9-10RI4** 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).
- **ELAGSE9-10RL4** 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.)

21. CONTEXTUAL CLUES 2

● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **ELAGSE9-10L5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

● WORD PATTERNS

- **ELAGSE9-10L4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **ELAGSE9-10L4c** 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.
- **ELAGSE9-10L4a** 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.

● CONNOTATION AND DENOTATION

- **ELAGSE9-10L5b** Analyze nuances in the meaning of words with similar denotations.
- **ELAGSE9-10RI4** 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).
- **ELAGSE9-10RL4** 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.)

22. USAGE 1

● FORMAL AND INFORMAL LANGUAGE

- **ELAGSE9-10L6** 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.
- **ELAGSE9-10W2e** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10W1d** Establish and maintain an appropriate style and objective tone.

23. USAGE 2

● USING STYLE GUIDES

- **ELAGSE9-10L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it

conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *APA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

24. USAGE 3

• USING THE DICTIONARY AND THESAURUS

- **ELAGSE9-10L4c** 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.

25. BUILDING AN ESSAY 1

• DETERMINING AN APPROPRIATE ESSAY FORMAT

- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• INTEGRATING GRAPHICS AND MULTIMEDIA

- **ELAGSE9-10W2a** 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.

26. BUILDING AN ESSAY 2

• INTRODUCTIONS

- **ELAGSE9-10W2a** 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

- **ELAGSE9-10W2f** 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).
- **ELAGSE9-10W1e** Provide a concluding statement or section that follows from and supports the argument presented.

27. NARRATIVE WRITING

• SHORT NARRATIVES

- **ELAGSE9-10W3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **ELAGSE9-10W3a** 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.

• NARRATIVE TECHNIQUES

- **ELAGSE9-10W3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **ELAGSE9-10W3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **ELAGSE9-10W3a** 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.
- **ELAGSE9-10W3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

28. EXPOSITORY WRITING

• EXPOSITORY THESIS STATEMENTS

- **ELAGSE9-10W2a** *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**

- **ELAGSE9-10W2b** *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**

- **ELAGSE9-10W2f** *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).*
- **ELAGSE9-10W2b** *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**

- **ELAGSE9-10W1c** *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.*
- **ELAGSE9-10W1b** *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.*
- **ELAGSE9-10W1a** *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 PARAGRAPH DEVELOPMENT**

- **ELAGSE9-10W1a** *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.*
- **ELAGSE9-10W1c** *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.*
- **ELAGSE9-10W1b** *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.*

- **ARGUMENTATIVE ESSAYS**

- **ELAGSE9-10W1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **ELAGSE9-10W1c** *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.*
- **ELAGSE9-10W1b** *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.*
- **ELAGSE9-10W1a** *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.*

30. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**

- **ELAGSE9-10W1b** *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.*
- **ELAGSE9-10W1a** *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.*

- **CLAIMS AND COUNTERCLAIMS**

- **ELAGSE9-10W1b** *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.*
- **ELAGSE9-10W1c** *Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the*

31. RESEARCH 1

● REFINING A RESEARCH QUESTION

- **ELAGSE9-10W7** 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

- **ELAGSE9-10W7** 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.
- **ELAGSE9-10W8** 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.
- **ELAGSE9-10W2b** 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.

32. RESEARCH 2

● SYNTHESIZING IDEAS

- **ELAGSE9-10W7** 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

- **ELAGSE9-10W8** 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.

33. REVISION CONSIDERATIONS 1

● PREWRITING

- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELAGSE9-10W2a** 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.
- **ELAGSE9-10W5** 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.

● UNITY AND FOCUS

- **ELAGSE9-10W2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **ELAGSE9-10W5** 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.
- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELAGSE9-10W3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

● WORDINESS AND REDUNDANCY

- **ELAGSE9-10W3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the

experiences, events, setting, and/or characters.

- **ELAGSE9-10W5** *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.*

34. REVISION CONSIDERATIONS 2

● TRANSITIONAL ELEMENTS

- **ELAGSE9-10W5** *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.*
- **ELAGSE9-10W2c** *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- **ELAGSE9-10W1c** *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.*

● MAINTAINING A FORMAL STYLE

- **ELAGSE9-10W2e** *Establish and maintain an appropriate style and objective tone.*
- **ELAGSE9-10W2d** *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
- **ELAGSE9-10W1d** *Establish and maintain an appropriate style and objective tone.*

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