**Lesson Plan: Monocot and Dicot Plant Structure**

Last updated: 7/28/2021

**Total Expected Time**

This set of labs includes four labs, approximately 30 minutes each, for a total expected time of 2 hours.

**Resources**

Required resources for students:

* Visible Biology: <https://www.visiblebody.com/teaching-anatomy/courseware-biology>
  + Use Visible Body’s interactive 3D models to learn about the structure of monocot and dicot roots, stems, and leaves. Select the info icon to learn more about each model. Select any structure and then select the book icon to read its definition and select the audio icon to hear the pronunciation of the structure name.
* Visible Body’s Biology Learn Site articles and glossaries
  + Monocot and Dicot Overview: <https://www.visiblebody.com/learn/biology/monocot-dicot/overview>
  + Monocot and Dicot Roots: <https://www.visiblebody.com/learn/biology/monocot-dicot/roots>
  + Monocot and Dicot Stems: <https://www.visiblebody.com/learn/biology/monocot-dicot/stems>
  + Monocot and Dicot Leaves: <https://www.visiblebody.com/learn/biology/monocot-dicot/leaves>
  + Monocot Glossary: <https://www.visiblebody.com/learn/biology/monocot-dicot/monocot-glossary>
  + Dicot Glossary: <https://www.visiblebody.com/learn/biology/monocot-dicot/dicot-glossary>
* Lab Activity: Monocot and Dicot Plant Structure: <https://www.visiblebody.com/hubfs/lab-activities/biology-site-license/visible-biology-site-license-lab-activities_monocot-and-dicot-plant-structure_student.pdf?hsLang=en>

Additional resources for students and teachers:

* This lesson assumes that students have a basic understanding of monocot and dicot plant structure. Students can read each of the following sections of the OpenStax Biology textbook to learn more about the following topics:
  + Angiosperms, which include monocot and dicot (eudicot) plants: <https://openstax.org/books/biology-2e/pages/26-3-angiosperms>
  + Monocot and dicot stems: <https://openstax.org/books/biology-2e/pages/30-2-stems>
  + Monocot and dicot roots: <https://openstax.org/books/biology-2e/pages/30-3-roots>
  + Monocot and dicot leaves: <https://openstax.org/books/biology-2e/pages/30-4-leaves>

**Objectives**

At the end of this lesson, students should be able to:

1. Identify the key structures of monocot and dicot roots.
2. Compare the structure of monocot and dicot roots.
3. Explain the functions of monocot and dicot root structures.
4. Identify the key structures of monocot and dicot stems.
5. Compare the structure of monocot and dicot stems.
6. Explain the functions of monocot and dicot stem structures.
7. Identify the key structures of monocot and dicot leaves.
8. Compare the structure of monocot and dicot leaves.
9. Explain the functions of monocot and dicot leaf structures.
10. Describe the structure and function of the plant’s dermal, vascular, and ground tissues.

**Essential Questions**

1. What is the difference between monocot and dicot plants?
2. What types of tissue make up monocot and dicot plants?
3. What are the similarities and differences between the structures of monocot and dicot plants (stems, leaves, and roots)?

**Key Structure Identification**

In their answers, students will identify the following structures:

* Monocot root structures: Cortex, endodermis, epidermis, pericycle, phloem, pith, root hairs, stele, and xylem.
* Dicot root structures: Cambium, connective tissue (parenchyma), cortex, endodermis, epidermis, pericycle, phloem, root hairs, stele, and xylem.
* Monocot stem structures: Epidermis, ground tissue, hypodermis, phloem, sclerenchyma, vascular bundles, and xylem.
* Dicot stem structures: Cambium, cortex, epidermis, pith, phloem, sclerenchyma, vascular bundles, and xylem.
* Monocot leaf structures: Bulliform cells, bundle sheaths, collenchyma, cuticle, guard cells, lower epidermis, mesophyll, phloem, sclerenchyma, stomata, upper epidermis, and xylem.
* Dicot leaf structures: Bundle sheaths, collenchyma, cuticle, guard cells, lower epidermis, palisade mesophyll, phloem, spongy mesophyll, stomata, trichomes, upper epidermis, vascular bundles, and xylem.

**Introduction**

10 minutes: Use the content in Visible Biology and the Biology Learn Site, as well as the OpenStax pages referenced in the additional resources above, to give students a brief introduction to the basic structures of monocot and dicot plants. Distinguish between monocot and dicot roots, stems, and leaves, focusing on their shared and unique structures and the arrangement and functions of their structures.

**Student Activities**

These lab activities are designed to be modular and can be used as individual labs or grouped together into one lab session.

* Background Questions: These could be assigned as homework before lab
* Lab 1: Monocot and Dicot Plant Roots (30 minute lab session)
  + Activity 1: Label a monocot plant root
  + Activity 2: Label a dicot plant root
  + Activity 3: Compare monocot and dicot plant roots
* Lab 2: Monocot and Dicot Plant Stems (30 minute lab session)
  + Activity 1: Label a monocot plant stem
  + Activity 2: Label a dicot plant stem
  + Activity 3: Compare monocot and dicot plant stems
* Lab 3: Monocot and Dicot Plant Leaves (30 minute lab session)
  + Activity 1: Label a monocot plant leaf
  + Activity 2: Label a dicot plant leaf
  + Activity 3: Compare monocot and dicot plant leaves
* Lab 4: Dermal, Vascular, and Ground Tissue in Plants (30 minute lab session)
  + Activity 1: Dermal Tissue
  + Activity 2: Vascular Tissue
  + Activity 3: Ground Tissue

Check students’ work using the answer key.

**NGSS and State Science Correlations**

| **Next Generation Science Standards (NGSS)** |
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| **Science** |
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| Grades **9-12** - Adopted: **2013** | | |
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| **STRAND** | **NGSS.HS-LS** | **LIFE SCIENCE** |
| **TITLE** | **HS-LS1** | **From Molecules to Organisms: Structures and Processes** |
|  |  | **Students who demonstrate understanding can:** |
| **PERFORMANCE EXPECTATION** | **HS-LS1-2** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| **PERFORMANCE EXPECTATION** | **HS-LS1-5** | **Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** |

| **STRAND** | **NGSS.HS-LS** | **LIFE SCIENCE** |
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| **TITLE** | **HS-LS2** | **Ecosystems: Interactions, Energy, and Dynamics** |
|  |  | **Students who demonstrate understanding can:** |
| **PERFORMANCE EXPECTATION** | **HS-LS2-5** | **Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.** |

| **Texas Essential Knowledge and Skills (TEKS)** |
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| **Science** |
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| Grades **9-12** - Adopted: **2017** | | |
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| **TEKS** | **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** | **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** | **§112.34.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** | **§112.34.c.3.E** | **evaluate models according to their limitations in representing biological objects or events** |

| **TEKS** | **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
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| **STUDENT EXPECTATION** | **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** | **§112.34.c.4** | **Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:** |
| **INDICATOR** | **§112.34.c.4.B** | **investigate and explain cellular processes, including homeostasis and transport of molecules** |

| **TEKS** | **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
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| **STUDENT EXPECTATION** | **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** | **§112.34.c.9** | **Science concepts. The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. The student is expected to:** |
| **INDICATOR** | **§112.34.c.9.B** | **compare the reactants and products of photosynthesis and cellular respiration in terms of energy, energy conversions, and matter** |

| **TEKS** | **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
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| **STUDENT EXPECTATION** | **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** | **§112.34.c.10** | **Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:** |
| **INDICATOR** | **§112.34.c.10.B** | **describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants** |
| **INDICATOR** | **§112.34.c.10.C** | **analyze the levels of organization in biological systems and relate the levels to each other and to the whole system** |

| **California Content Standards** |
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| **Science** |
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| Grades **9-12** - Adopted: **2013** | | |
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| **CONTENT STANDARD / DOMAIN / PART** | **CA.HS-LS.** | **LIFE SCIENCE** |
| **PERFORMANCE STANDARD / MODE** | **HS-LS1.** | **From Molecules to Organisms: Structures and Processes** |
| **EXPECTATION / SUBSTRAND** |  | **Students who demonstrate understanding can:** |
| **FOUNDATION / PROFICIENCY LEVEL** | **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **HS-LS1-5.** | **Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.HS-LS.** | **LIFE SCIENCE** |
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| **PERFORMANCE STANDARD / MODE** | **HS-LS2.** | **Ecosystems: Interactions, Energy, and Dynamics** |
| **EXPECTATION / SUBSTRAND** |  | **Students who demonstrate understanding can:** |
| **FOUNDATION / PROFICIENCY LEVEL** | **HS-LS2-5.** | **Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Key Ideas and Details** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.2.** | **Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Craft and Structure** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Integration of Knowledge and Ideas** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Range of Reading and Level of Text Complexity** |
| **EXPECTATION / SUBSTRAND** | **RST.9-10.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Text Types and Purposes** |
| **EXPECTATION / SUBSTRAND** | **WHST.9-10.1.** | **Write arguments focused on discipline-specific content.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.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.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Text Types and Purposes** |
| **EXPECTATION / SUBSTRAND** | **WHST.9-10.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.9-10.2.a.** | **Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.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.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.9-10.2.c.** | **Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.9-10.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.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.** |
| **FOUNDATION / PROFICIENCY LEVEL** | **WHST.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).** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Production and Distribution of Writing** |
| **EXPECTATION / SUBSTRAND** | **WHST.9-10.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
| **EXPECTATION / SUBSTRAND** | **WHST.9-10.5.** | **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.** |

| **CONTENT STANDARD / DOMAIN / PART** | **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
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| **PERFORMANCE STANDARD / MODE** |  | **Range of Writing** |
| **EXPECTATION / SUBSTRAND** | **WHST.9-10.10.** | **Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** |

| **Florida Standards** |
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| **Science** |
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| Grades **9-12** - Adopted: **2008** | | |
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| **BODY OF KNOWLEDGE** | **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** | **SC.912.N.1.** | **The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of ''the scientific method.'' C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **BENCHMARK** | **SC.912.N.1.1.** | **Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:** |
| **INDICATOR** | **SC.912.N.1.1.7.** | **Pose answers, explanations, or descriptions of events** |

| **BODY OF KNOWLEDGE** | **FL.SC.912.N.** | **Nature of Science** |
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| **BIG IDEA** | **SC.912.N.3.** | **The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example: ''theory,'' ''law,'' ''hypothesis'' and ''model'' have very specific meanings and functions within science.** |
| **BENCHMARK** | **SC.912.N.3.5.** | **Describe the function of models in science, and identify the wide range of models used in science.** |

| **BODY OF KNOWLEDGE** | **FL.SC.912.L.** | **Life Science** |
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| **BIG IDEA** | **SC.912.L.14.** | **Organization and Development of Living Organisms - A. Cells have characteristic structures and functions that make them distinctive. B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis. C. Life can be organized in a functional and structural hierarchy ranging from cells to the biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.** |
| **BENCHMARK** | **SC.912.L.14.2.** | **Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).** |
| **BENCHMARK** | **SC.912.L.14.7.** | **Relate the structure of each of the major plant organs and tissues to physiological processes.** |
| **BENCHMARK** | **SC.912.L.14.11.** | **Classify and state the defining characteristics of epithelial tissue, connective tissue, muscle tissue, and nervous tissue.** |
| **BENCHMARK** | **SC.912.L.14.33.** | **Describe the basic anatomy and physiology of the reproductive system.** |
| **BENCHMARK** | **SC.912.L.14.53.** | **Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.** |

| **BODY OF KNOWLEDGE** | **FL.SC.912.L.** | **Life Science** |
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| **BIG IDEA** | **SC.912.L.18.** | **Matter and Energy Transformations - A. All living things are composed of four basic categories of macromolecules and share the same basic needs for life. B. Living organisms acquire the energy they need for life processes through various metabolic pathways (primarily photosynthesis and cellular respiration). C. Chemical reactions in living things follow basic rules of chemistry and are usually regulated by enzymes. D. The unique chemical properties of carbon and water make life on Earth possible.** |
| **BENCHMARK** | **SC.912.L.18.7.** | **Identify the reactants, products, and basic functions of photosynthesis.** |
| **BENCHMARK** | **SC.912.L.18.9.** | **Explain the interrelated nature of photosynthesis and cellular respiration.** |

| Grades **9-12** - Adopted: **2014** | | |
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| **BODY OF KNOWLEDGE** | **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** | **LAFS.910.RST.1.** | **Key Ideas and Details** |
| **BENCHMARK** | **LAFS.910.RST.1.2.** | **Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
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| **BIG IDEA** | **LAFS.910.RST.2.** | **Craft and Structure** |
| **BENCHMARK** | **LAFS.910.RST.2.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.** |
| **BENCHMARK** | **LAFS.910.RST.2.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
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| **BIG IDEA** | **LAFS.910.RST.3.** | **Integration of Knowledge and Ideas** |
| **BENCHMARK** | **LAFS.910.RST.3.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **BENCHMARK** | **LAFS.910.RST.3.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
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| **BIG IDEA** | **LAFS.910.RST.4.** | **Range of Reading and Level of Text Complexity** |
| **BENCHMARK** | **LAFS.910.RST.4.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
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| **BIG IDEA** | **LAFS.910.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** | **LAFS.910.WHST.1.1.** | **Write arguments focused on discipline-specific content.** |
| **INDICATOR** | **LAFS.910.WHST.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.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| --- | --- | --- |
| **BIG IDEA** | **LAFS.910.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** | **LAFS.910.WHST.1.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **INDICATOR** | **LAFS.910.WHST.1.2.a.** | **Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** |
| **INDICATOR** | **LAFS.910.WHST.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.** |
| **INDICATOR** | **LAFS.910.WHST.1.2.c.** | **Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.** |
| **INDICATOR** | **LAFS.910.WHST.1.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **INDICATOR** | **LAFS.910.WHST.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.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
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| **BIG IDEA** | **LAFS.910.WHST.2.** | **Production and Distribution of Writing** |
| **BENCHMARK** | **LAFS.910.WHST.2.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
| **BENCHMARK** | **LAFS.910.WHST.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.** |

| **BODY OF KNOWLEDGE** | **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| --- | --- | --- |
| **BIG IDEA** | **LAFS.910.WHST.4.** | **Range of Writing** |
| **BENCHMARK** | **LAFS.910.WHST.4.10.** | **Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** |