

HiSET® Tutorials are designed based off of the HiSET® Information Brief which includes the High School College and Career Readiness Statements to provide students a more successful and less stressful preparation effort as they work to demonstrate their college readiness on the HiSET® test

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, guided analysis, and practice with personalized feedback so students are empowered to increase their Exam Readiness. The Review It offers an engaging and high impact video summary of key concepts and important to grasp connections. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers, linking a student's performance to ACT key idea details and score ranges. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are ready for test day and where they need to continue their review and practice.

This Tutorial is aligned with HiSET® Information Brief and High School College and Career Readiness Statements for Math, Reading, and Writing test sections.

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1. ELEMENTS OF LITERATURE

● FIGURATIVE LANGUAGE

- **L.5.5.a** Interpret figurative language, including similes and metaphors, in context.
- **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

● THEME

- **RI/RL.9- 10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RST.11- 12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RI/RL.6.2.a** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

● SYMBOLISM AND ALLEGORY

- **RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

2. POINT OF VIEW

● POINT OF VIEW I

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

● POINT OF VIEW II

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

3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **RI/RL.7.1.a** Cite specific textual evidence to support analysis of primary and secondary sources.

- **DRAWING CONCLUSIONS**

- **RI/RL.7.1.a** Cite specific textual evidence to support analysis of primary and secondary sources.

- **AUTHOR'S PURPOSE**

- **RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).
- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **RI/RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RI/RL.6.2.a** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- **DETERMINING AUTHOR'S PURPOSE**

- **RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).
- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points that are clear, convincing, and engaging.
- **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's "Four Freedoms" speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI/RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RI/RL.6.2.a** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

5. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **W.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points that are clear, convincing, and engaging.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points that are clear, convincing, and engaging.
- **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **TONE AND MOOD**

- **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6. AUTHOR'S VOICE AND METHOD 2

- **WORD CHOICE**

- **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- **HYPERBOLE AND UNDERSTATEMENT**

- **RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- **IRONY AND SARCASM**

- **RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

7. STRATEGY 1

- **EVALUATING EVIDENCE**

- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **RI/RL.7.1.a** Cite specific textual evidence to support analysis of primary and secondary sources.

- **RHETORICAL TECHNIQUES**

- **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.11-12.9** Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the *Preamble to the Constitution*, the *Bill of Rights*, and *Lincoln's Second Inaugural Address*) for their themes, purposes, and rhetorical features.

- **CENTRAL IDEAS**

- **RI/RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information

presented in a text by paraphrasing them in simpler but still accurate terms.

- **RI/RL.6.2.a** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

8. STRATEGY 2

● TEXT STRUCTURES AND DEVELOPMENT

- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points that are clear, convincing, and engaging.
- **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

● LOGICAL FALLACIES

- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

● CAUSE AND EFFECT

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

9. TEXTUAL ANALYSIS 1

● ANALYZING AN ARGUMENT

- **RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

● ANALYZING CONFLICTING EVIDENCE

- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

10. TEXTUAL ANALYSIS 2

● USING GRAPHICS

- **RI.6.7** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.

● ANALYZING PRIMARY SOURCE DOCUMENTS

- **RI/RL.9-10.1.a** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

11. TEXT CONNECTIONS 1

● PRINT AND NONPRINT TEXTS

- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- **FOUNDATIONAL U.S. DOCUMENTS**

- **RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's "Four Freedoms" speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- **RI.11-12.9** Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- **RI.8.3.a** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

12. TEXT CONNECTIONS 2

- **TECHNICAL DOCUMENTS**

- **RI/RL.9-10.4.a** 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.
- **RI/RL.7.1.b** Cite specific textual evidence to support analysis of science and technical texts.
- **RI/RL.9-10.1.b** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

- **VISUAL AIDS**

13. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **L.6.4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.8.6** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.6** Acquire and accurately use 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.
- **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI/RL.9-10.4.a** 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.

- **CONNOTATION AND DENOTATION**

- **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.