

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. TEXTUAL ANALYSIS

● 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.

● 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.

2. SENTENCE STRUCTURE

● SENTENCE STRUCTURE

- **L.4.3-5.3.d** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.6.1-8.1.k** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **L.6.3-7.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.

● PARALLELISM AND VERB TENSE

- **L.9-10.1.a** Use parallel structure.

● FRAGMENTS AND RUN-ONS

- **L.4.1-5.1.k** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

3. VERBS

- **VERB MOOD**

- **L.6.1-8.1.h** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **L.6.1-8.1.i** Recognize and correct inappropriate shifts in verb voice and mood.

- **VERB TENSE AND VOICE**

- **L.6.1-8.1.g** Form and use verbs in the active and passive voice.
- **L.6.1-8.1.i** Recognize and correct inappropriate shifts in verb voice and mood.

- **VERBALS**

- **L.6.1-8.1.f** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

4. CLAUSES AND MODIFIERS

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **L.6.1-8.1.j** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **MODIFIERS**

- **L.6.1-8.1.l** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

5. PRONOUNS

- **PRONOUNS**

- **L.2.2.-3.2.g** Form and use possessives.
- **L.6.1-8.1.a** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **L.6.1-8.1.b** Use intensive pronouns.

- **PRONOUN SHIFTS AND AMBIGUITY**

- **L.6.1-8.1.c** Recognize and correct inappropriate shifts in pronoun number and person.
- **L.6.1-8.1.d** Recognize and correct vague or unclear pronouns.
- **L.6.1-8.1.j** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

6. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **L.6.1-8.1.j** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **GERUND AND PARTICIPIAL PHRASES**

- **L.6.1-8.1.j** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **L.6.1-8.1.j** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

7. COMMAS

- **COMMAS WITH PHRASES AND CLAUSES**

- **L.2.2.-3.2.e** Use commas and quotation marks in dialogue.
- **L.4.2-5.2.b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **L.4.2-5.2.d** Use a comma to separate an introductory element from the rest of the sentence.
- **L.4.2-5.2.g** Use a comma before a coordinating conjunction in a compound sentence.
- **L.6.2-8.2.a** Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.
- **L.9-10.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **COMMAS**

- **L.4.2-5.2.c** Use punctuation to separate items in a series.
- **L.6.2-8.2.b** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old [,] green shirt*).

8. PUNCTUATION 1

- **PUNCTUATION**

- **L.6.2-8.2.c** Use an ellipsis to indicate an omission.

- **COLONS AND SEMICOLONS**

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

- **APOSTROPHES**

- **L.2.2.-3.2.f** Use an apostrophe to form contractions and frequently occurring possessives.

9. PUNCTUATION 2

- **NOUNS AND CAPITALIZATION**

- **L.2.2-3.2.a** Capitalize holidays, product names, and geographic names.
- **L.4.2-5.2.a** Use correct capitalization.

- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**

- **L.4.2-5.2.f** Use underlining, quotation marks, or italics to indicate titles of works.
- **L.6.2-8.2.a** Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.

- **ROOTS, PREFIXES, AND SUFFIXES**

- **L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

10. 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.

• ANALYZING FIGURES OF SPEECH AND IDIOMS

- **L.5.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.

• WORD PATTERNS

- **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.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

11. USAGE

• FORMAL AND INFORMAL LANGUAGE

- **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.11-12.6** 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.

• SPELLING RULES

- **L.4.2-5.2.h** Spell grade-appropriate words correctly, consulting references as needed.
- **L.6.2-8.2.d** Spell correctly.
- **L.9-10.2.c** Spell correctly.

12. BUILDING AN ESSAY 1

• DETERMINING AN APPROPRIATE ESSAY FORMAT

- **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.

• INTEGRATING GRAPHICS AND MULTIMEDIA

- **W.6-8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies

such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **W.9-10.2.a** Introduce a topic and 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.

13. BUILDING AN ESSAY 2

• INTRODUCTIONS

- **W.6-8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.9-10.2.a** Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

• CONCLUSIONS

- **W.6-8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.7.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

14. EXPOSITORY WRITING

• EXPOSITORY THESIS STATEMENTS

- **W.6-8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.9-10.2.a** Introduce a topic and 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

- **W.6-8.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic.

• EXPOSITORY ESSAYS

- **W.6-8.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6-8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic.
- **W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

15. ARGUMENTATIVE WRITING

• ARGUMENTATIVE CLAIMS

- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- **W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **W.9-10.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **W.9-10.1.b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

● ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **W.9-10.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **W.9-10.1.b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

● ARGUMENTATIVE ESSAYS

- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.7.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **W.9-10.1.b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

16. RESEARCH

● GATHERING INFORMATION

- **W.6-8.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic.
- **W.9-10.8** 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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

● AVOIDING PLAGIARISM

- **W.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.9-10.8** 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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

17. REVISION CONSIDERATIONS 1

• PREWRITING

- **W.6-8.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.2.a** Introduce a topic and 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.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

• UNITY AND FOCUS

- **W.6-8.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

18. REVISION CONSIDERATIONS 2

• TRANSITIONAL ELEMENTS

- **W.6-8.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **W.9-10.1.c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

• MAINTAINING A FORMAL STYLE

- **L.6.3-7.3.b** Maintain consistency in style and tone.
- **W.7.1.d** Establish and maintain a formal style.
- **W.9-10.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.