

TASC Test Assessing Secondary Completion™ Tutorials are based on specifications found in TASC Test information for publishers which includes alignment to Common Core State Standards and provide students a less stressful and more successful preparation effort as they work to achieve a TASC test passing score.

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 to specifications found in TASC Test information for publishers for Mathematics, Reading, and Writing test subject areas.

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1. SENTENCE STRUCTURE 1

• SENTENCE STRUCTURE

- **CCSS.ELA-Literacy.LA.3** 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.
- **CCSS.ELA-Literacy.L.11-12.3a** Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

• SENTENCE TYPES

- **CCSS.ELA-Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

• MODIFIERS

- **CCSS.ELA-Literacy.L.7.1c** Revise sentences to correct misplaced or dangling modifiers.

2. SENTENCE STRUCTURE 2

• PARALLELISM AND VERB TENSE

- **CCSS.ELA-Literacy.LA.3** 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.
- **CCSS.ELA-Literacy.L.11-12.3a** Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- **CCSS.ELA-Literacy.L.9-10.1a** Use parallel structure.

• SUBJECT-VERB AGREEMENT

- **CCSS.ELA-Literacy.LA.3** 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.
- **CCSS.ELA-Literacy.L.11-12.3a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

3. VERBS

- **VERB TENSE AND VOICE**

- **CCSS.ELA-Literacy.L.8.1d** Recognize and correct inappropriate shifts in verb voice and mood.

- **VERB MOOD**

- **CCSS.ELA-Literacy.L.8.1d** Recognize and correct inappropriate shifts in verb voice and mood.

4. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **CCSS.ELA-Literacy.L.9-10.1b** 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**

- **CCSS.ELA-Literacy.L.9-10.1b** 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**

- **CCSS.ELA-Literacy.L.9-10.1b** 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.

5. CLAUSES

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **CCSS.ELA-Literacy.L.9-10.1b** 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.

- **CLAUSES**

- **CCSS.ELA-Literacy.L.9-10.1b** 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. PUNCTUATION 1

- **COLONS AND SEMICOLONS**

- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.L.9-10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- **CCSS.ELA-Literacy.L.9-10.2b** Use a colon correctly.

- **COMMAS WITH PHRASES AND CLAUSES**

- **CCSS.ELA-Literacy.L.9-10.1b** 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.
- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **COMMAS**

- **CCSS.ELA-Literacy.L.7.2a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).

7. PUNCTUATION 2

- **NOUNS AND CAPITALIZATION**

- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **END MARKS**

- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **DASHES AND HYPHENS**

- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.

8. USAGE 1

- **FORMAL AND INFORMAL LANGUAGE**

- **CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).
- **CCSS.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **CCSS.ELA-Literacy.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- **USING THE DICTIONARY AND THESAURUS**

- **CCSS.ELA-Literacy.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-Literacy.LA.3** 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.
- **CCSS.ELA-Literacy.L.11-12.3a** Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

- **USING STYLE GUIDES**

- **CCSS.ELA-Literacy.LA.3** 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.
- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

9. USAGE 2

- **CHANGING LANGUAGE CONVENTIONS**

- **CCSS.ELA-Literacy.LA.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

- **SPELLING RULES**

- **CCSS.ELA-Literacy.LA.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10. BUILDING AN ESSAY

- **INTRODUCTIONS**
- **CONCLUSIONS**
- **INTEGRATING GRAPHICS AND MULTIMEDIA**

11. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
- **EXPOSITORY ESSAYS**

12. ARGUMENTATIVE WRITING 1

- **TYPES OF EVIDENCE**
- **CLAIMS AND COUNTERCLAIMS**

13. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE CLAIMS**
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
- **ARGUMENTATIVE ESSAYS**

14. REVISION CONSIDERATIONS 1

- **PREWRITING**
- **UNITY AND FOCUS**
- **WORDINESS AND REDUNDANCY**
 - **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

15. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **MAINTAINING A FORMAL STYLE**

- **CCSS.ELA-Literacy.LA.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*