



Course Description

A. COVER PAGE

1. Course Title HiSET English	9. Subject Area ☐ History/Social Science ☒ English ☐ Mathematics ☐ Laboratory Science ☐ Language other than English ☐ Visual & Performing Arts (for 2003) ☐ English as a Second Language
2. Transcript Title / Abbreviation N/A	
3. Transcript Course Code / Number N/A	
4. School Monrovia Community Adult School	
5. District Monrovia Unified School District	
6. City Monrovia, CA	10. Grade Level(s) Adults
7. School / District Web Site www.monroviaadultschool.com	11. Seeking "Honors" Distinction? ☐ Yes ☒ No
8. School Contact Name: Flint Fertig Title/Position: Director of Adult Education and Alternative Programs Phone: 626.471.3035 Fax: 626.471.3036 E-mail: ffertig@monroviaschools.net	12. Unit Value ☐ 0.5 (half year or semester equivalent) ☒ 1.0 (one year equivalent) ☐ 2.0 (two year equivalent) ☐ Other: 0.33 (quarter equivalent) _____
	13. Date of School Board Approval
14. Length of Course: ???	
15. Total Course Hours: ???	
16. Pre-Requisites CASAS pre-test	
17. Co-Requisites N/A	

18. Brief Course Description -

This HiSet ELA (English Language Arts) class is designed to help students build the reading and writing skills necessary to pass the ELA portion of the HiSet (High School Equivalency Test). The course focuses on critical reading, comprehension, and writing, covering a range of literary and informational texts. Students will learn strategies for analyzing and interpreting written materials, identifying main ideas, themes, and supporting details, as well as understanding word meanings in context.

In the writing component, students will practice crafting well-organized essays, focusing on clear thesis statements, coherent paragraphs, and appropriate use of grammar and punctuation. Lessons will also cover how to plan, draft, and revise written work effectively. Emphasis is placed on developing the ability to write persuasively and informatively, a key skill for the HiSet essay section. No prior advanced ELA knowledge is required for enrollment.

VT-HiSET-Reading: Literary Text		Scope and Sequence
Unit	Lesson	Objectives
Diagnostic PreTest		
TEST		
Literary Text		
Making Inferences about a Time Period in "A Century Ride"		
		Make inferences about culture and values.
		Use context to figure out the meanings of unfamiliar words.
		Compare writing style of the late 1800s to modern writing.
Symbols in Moby-Dick		
		Analyze symbols in a text and infer their meaning.
		Draw conclusions from a text excerpt about the theme of a novel.
		Analyze an author's choice of how to begin a chapter of a novel.
Characterization, Theme, and Irony in "The Gift of the Magi"		
		Use text evidence to make inferences about characters.
		Determine a story's theme.
		Analyze the use of irony in a story.
Overcoming Obstacles: Word Choice in Heart of a Samurai		
		Examine how word choice conveys historical context
		Analyze how word choice and pacing add excitement to a story
		Understand the purpose of a cliffhanger in a story
Word Choice and Extended Metaphor in a Poem by Maya Angelou		

VT-HiSET-Reading: Literary Text		Scope and Sequence
Unit	Lesson	Objectives
		Interpret the use of literal, figurative, and connotative meaning in poetry.
		Interpret the use of extended metaphor.
		Analyze the tone of a poem.
	Fitzgerald and the Roaring Twenties	
		Examine the role of setting and cite evidence of its impact on a story.
		Make inferences from a story's setting.
		Describe the plot in the first chapter of a novel.
	Introduction to Individuality and Conformity: "Initiation"	
		Analyze characterization in a short story.
		Interpret different types of conflict in a story.
		Examine elements of plot structure in order to interpret an implied resolution.
	Mood and Narrative Techniques in "Lather and Nothing Else"	
		Analyze a protagonist's internal conflict.
		Evaluate how word choice sets the scene and creates mood.
		Analyze how the pace of narration can create suspense.
	Understanding Suspense in a Mystery: "Object Lesson"	
		Understand how suspense affects readers
		Identify how authors build suspense in stories
		Explore how characters solve a mystery
	The Mississippi River Runaways	
		Analyze an author's use of dialogue and dialect to portray characters and establish

VT-HiSET-Reading: Literary Text		Scope and Sequence
Unit	Lesson	Objectives
		setting.
		Cite examples of satire, irony, and sarcasm in a realist text.
		Critique the author's use of humor to convey intent and viewpoint.
	Southern Gothic	
		Analyze the characterization in a Southern gothic text.
		Cite examples of irony in a story.
		Interpret figures of speech in a story.
	Critiques of American Society in Science Fiction	
		Examine the impact of character development in a story.
		Analyze how an author uses irony and satire in science fiction.
		Generate questions to interpret societal messages in science fiction.
	Interpreting a Source Text: A Production of Trifles	
		Analyze multiple interpretations of a drama.
		Compare and contrast the text of a drama to an audio production.
		Evaluate how a recording interprets the source text of a drama.
	Pursuing the Dream as a Central Idea in Poetry	
		Identify figurative language
		Determine the central idea of a poem
		Compare the messages of two different poems
	Female Colonial Poets	
		Analyze the author's choice of words and how they are used in context.
		Analyze the rhyme scheme in a poem.

VT-HiSET-Reading: Literary Text**Scope and Sequence****Unit Lesson****Objectives**

Compare and contrast themes of two texts.

Diagnostic PostTest

TEST

VT-HiSET-Reading: Literary Text

Course Documents (1)

[VT-HiSET-Reading: Literary Text](#)
[Diagnostic PreTest](#)
[TEST Answers](#)
[Literary Text](#)
[Making Inferences about a Time Period in "A Century Ride"](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can fiction teach us about a historical period?

[Assignment](#) 

Read "A Century Ride" to make inferences about the culture and values of the late 1800s.

[Instruction](#) 

How can fiction teach us about a historical period?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)
[Symbols in *Moby-Dick*](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

*How does Melville use symbols to convey themes in *Moby-Dick*?*

[Assignment](#) 

*Read "Ahab," a chapter from *Moby-Dick*, to draw conclusions about its themes.*

[Instruction](#) 

*How does Melville use symbols to convey themes in *Moby-Dick*?*

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)
[Characterization, Theme, and Irony in "The Gift of the Magi"](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 


How does the author's use of characterization and irony help develop theme?

[Assignment](#) 

Read to make inferences about characters.

[Instruction](#) 

How does the author's use of characterization and irony help develop theme?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Overcoming Obstacles: Word Choice in *Heart of a Samurai*](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do language and pacing draw you into a story?

[Assignment](#) 

*Read from *Heart of a Samurai* to analyze the author's word choice and dramatic pacing.*

[Instruction](#) 

How do language and pacing draw you into a story?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Word Choice and Extended Metaphor in a Poem by Maya Angelou](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

What can a poem's words tell us about the quest for freedom?

[Assignment](#) 

Read "Caged Bird" to identify figurative language and explore extended metaphors.

[Instruction](#) 

What can a poem's words tell us about the quest for freedom?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Fitzgerald and the Roaring Twenties](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does Fitzgerald use setting to help the reader gain deeper insight into a story?

[Assignment](#) 

Read chapter 1 of *The Great Gatsby* by F. Scott Fitzgerald to examine the setting of the story.

[Instruction](#) 

How does Fitzgerald use setting to help the reader gain deeper insight into a story?

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Introduction to Individuality and Conformity: "Initiation"](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does conflict deepen our understanding of character?

[Assignment](#) 

Read to analyze characterization and conflict.

[Instruction](#) 

How does conflict deepen our understanding of character?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Mood and Narrative Techniques in "Lather and Nothing Else"](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do different writing techniques work together to create suspense in a short story?

[Assignment](#) 

Read to analyze the protagonist's conflict and notice the effect of word choice on mood.

[Instruction](#) 

How do different writing techniques work together to create suspense in a short story?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Understanding Suspense in a Mystery: "Object Lesson"](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How are characters clever when solving a mystery?

[Assignment](#) 

Read a section of "Object Lesson" to identify how Ellery Queen makes the story suspenseful.

[Instruction](#) 

How are characters clever when solving a mystery?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[The Mississippi River Runaways](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

What role do dialect and humor, including irony and satire, play in Twain's writing?

[Assignment](#) 

Read excerpts from Adventures of Huckleberry Finn to analyze use of dialogue and dialect.

[Instruction](#) 

What role do dialect and humor, including irony and satire, play in Twain's writing?

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Southern Gothic](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does Flannery O'Connor use literary techniques to influence characterization?

[Assignment](#) 

Read "The Life You Save May Be Your Own" to analyze Southern gothic characters.

[Instruction](#) 

How does Flannery O'Connor use literary techniques to influence characterization?

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Critiques of American Society in Science Fiction](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

What techniques does Vonnegut use to develop his critique of American society?

[Assignment](#) 

Read "Harrison Bergeron" to analyze how Kurt Vonnegut uses irony and satire.

[Instruction](#) 

What techniques does Vonnegut use to develop his critique of American society?

[Summary](#) 

Review and connect what you have learned.

[Assignment](#) 

Practice planning for and review a collaborative discussion.

[Quiz Answers](#)

[Interpreting a Source Text: A Production of *Trifles*](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

*How do different forms of media interpret Glaspell's *Trifles*?*

[Assignment](#) 

*Explore different versions of *Trifles*.*

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Pursuing the Dream as a Central Idea in Poetry](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can poets use figurative language to communicate advice about living?

[Assignment](#) 

Read Edna St. Vincent Millay's poem "The Courage That My Mother Had" to find the central idea.

[Instruction](#) 

How can poets use figurative language to communicate advice about living?

[Assignment](#) 

Read "Mother to Son" by Langston Hughes to identify and analyze figurative language.

[Instruction](#) 

How can poets use figurative language to communicate advice about living?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Female Colonial Poets](#)  [Guided Notes](#)

[Warm Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do female colonial poets use poetic devices to impact the audience?

[Assignment](#) 

Read "The Author to Her Book" and "A Hymn to the Evening."

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Diagnostic PostTest](#)

[TEST Answers](#)

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VT-HiSET-Reading: Informational Text		Scope and Sequence
Unit	Lesson	Objectives
Diagnostic PreTest		
TEST		
Informational Text		
Asian American Voices		
		Analyze how central ideas are built in an essay.
		Summarize the central ideas in an essay.
		Make inferences about a text and cite evidence to support the analysis.
Making Inferences in a Text about the Iditarod		
		Make, verify, and refute predictions while reading an informational text
		Make inferences during and after reading based on what is implicitly stated in a text
		Draw conclusions based on inferences
Analyzing Meaning in Speeches		
		Assess the impact of tone on the meaning of a text.
		Determine the central ideas in a speech.
		Summarize a speech and analyze how its message reflects cultural views.
The Declaration of Independence		
		Examine the historical significance of a primary-source document.
		Analyze how the structure of a text contributes to its purpose.
		Evaluate the effectiveness of reasoning in a seminal US text.
Synthesizing Ideas in an Informational Text		
		Understand chronological order in a nonfiction text
		Interpret information from charts and graphs

VT-HiSET-Reading: Informational Text		Scope and Sequence
Unit	Lesson	Objectives
		Synthesize information from different formats
	Analyzing Procedural Text	
		Explore the steps in a process
		Analyze the purpose of procedural writing
		Write a recipe based on a procedural framework
	Cause and Effect in The Riddle of the Rosetta Stone	
		Identify causal relationships
		Cite textual details as evidence
		Sequence events to explain cause and effect
	Problem-Solution Structure and Tone in an Informational Text	
		Understand how a problem-solution text structure is organized.
		Identify signal words and questions that show text structure.
		Analyze how an author creates an urgent tone.
	Context Clues and Inferences in The Riddle of the Rosetta Stone	
		Determine causes and effects to understand a text
		Determine the meaning of technical language
		Make an inference about the message of a nonfiction text
	Evaluating an Argument on Healthy Eating	
		Identify and trace an author's argument
		Explain how an author supports an argument with reasons and evidence
		Evaluate an author's argument for its effectiveness
	A Look at the Fast-Food Industry by Eric Schlosser	

VT-HiSET-Reading: Informational Text		Scope and Sequence
Unit	Lesson	Objectives
		Use academic language to make meaning of a text.
		Analyze how the author develops central ideas.
		Critique the author's use of reasoning to support an argument.
	Analyzing a Claim in a Text about Edward Jenner	
		Identify the use of chronology in an informational text
		Identify the central idea of an informational text
		Assess the validity of the main claim of a text
	Argumentation in "The Girl Who Silenced the World for Five Minutes"	
		Evaluate the reasoning of an argument
		Distinguish fact from opinion
		Recognize the purpose of questioning
	Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics	
		Summarize central ideas in a text and analyze their development.
		Analyze an argument for structure and logic.
		Evaluate evidence in an argument.
	Evaluating an Argument and Questioning: The Code Book	
		Analyze how an author supports a claim.
		Ask questions to improve comprehension.
		Evaluate the effectiveness of a claim supported by details.
	Abolition and Women's Rights Movements, Part 1	
		Evaluate how an author structures reasoning within an argument.

VT-HiSET-Reading: Informational Text		Scope and Sequence
Unit	Lesson	Objectives
Author's Purpose and Viewpoint in The Dark Game, Part 3		Analyze repetition and questioning as rhetorical devices in a speech.
		Examine the historical significance of a speech.
		Recognize the controlling idea in an informational text.
		Analyze the impact of word choice on tone.
Text Structure in an Informational Text		Determine the author's purpose and viewpoint.
		Use text organization to understand central ideas.
		Connect text organization and purpose.
		Make connections between supporting text and the main text.
Evaluating Different Media about Food Safety		Evaluate information in a video
		Compare how a video and text present similar information
		Identify main ideas and key details through listening and reading
Writing Workshop: Visual Media Analysis		Examine and identify a variety of persuasive media techniques.
		Create a five-paragraph media analysis essay.
		Revise writing for ideas, use of source materials, and organization.
		Write a media analysis paragraph.
Brown v. Board of Education		Apply background knowledge of the US Constitution and segregation policies in twentieth-century America to a text.
		Analyze reasoning in a Supreme Court opinion.

VT-HiSET-Reading: Informational Text		Scope and Sequence
Unit	Lesson	Objectives
		Evaluate the premises, purposes, and arguments in a seminal US text.
	Thomas Paine	
		Examine the purpose of a text through the author's choice of language.
		Interpret figurative language to make meaning of a text.
		Analyze rhetorical technique and cite evidence to support its effectiveness.
Diagnostic PostTest		
	TEST	

VT-HiSET-Reading: Informational Text

Course Documents (1)

[VT-HiSET-Reading: Informational Text](#)
[Diagnostic PreTest](#)
[TEST Answers](#)
[Informational Text](#)
[Asian American Voices](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can inferences help readers analyze central ideas in "Mother Tongue"?

[Assignment](#) 

Read Amy Tan's essay "Mother Tongue" to make inferences about language and writing.

[Instruction](#) 

How can inferences help readers analyze central ideas in "Mother Tongue"?

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)
[Making Inferences in a Text about the Iditarod](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do you make predictions and inferences before, during, and after reading?

[Assignment](#) 

Read the excerpt from Susan Butcher and the Iditarod Trail to make and verify predictions.

[Instruction](#) 

How do you make predictions and inferences before, during, and after reading?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)
[Analyzing Meaning in Speeches](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 


What are the central ideas of a speech, and how does tone affect the meaning?

[Assignment](#)

Read Chief Joseph's speech "An Indian's View of Indian Affairs" to determine central ideas.

[Instruction](#)

What are the central ideas of a speech, and how does tone affect the meaning?

[Assignment](#)

Read Satanta's speech "My Heart is Bursting" to determine tone and central ideas.

[Summary](#)

Review and connect what you have learned.

[Quiz Answers](#)

[The Declaration of Independence](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How does the structure of the Declaration of Independence reflect its reasoning?

[Assignment](#)

Read the Declaration of Independence and evaluate how each section develops the structure of the argument.

[Instruction](#)

How does the structure of the Declaration of Independence reflect its reasoning?

[Summary](#)

Review and connect what you have learned.

[Quiz Answers](#)

[Synthesizing Ideas in an Informational Text](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do you put together information presented in different formats?

[Assignment](#)

Read from Epic Fails: The Race to Space: Countdown to Liftoff to understand how parts of a text make up a whole.

[Instruction](#)

How do you put together information presented in different formats?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Analyzing Procedural Text](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can presenting well-ordered information strengthen your procedural writing?

[Summary](#)

Review and connect what you learned.

[Assignment](#)

Write a recipe for a yogurt parfait that follows the framework of a procedural text.

[Quiz Answers](#)

[Cause and Effect in *The Riddle of the Rosetta Stone*](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How does James Cross Giblin combine cause and effect to explain the Rosetta Stone's discovery?

[Assignment](#)

*Read Chapter 2 of *The Riddle of the Rosetta Stone* to find cause-and-effect relationships.*

[Instruction](#)

How does James Cross Giblin combine cause and effect to explain the Rosetta Stone's discovery?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Problem-Solution Structure and Tone in an Informational Text](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do authors use a problem-solution structure and tone to create urgency?

[Assignment](#)

*Read from *Epic Fails: The Race to Space: Countdown to Liftoff* to analyze a problem-solution text structure.*

[Instruction](#)

How do authors use a problem-solution structure and tone to create urgency?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Context Clues and Inferences in *The Riddle of the Rosetta Stone*](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How did solving the riddle of the Rosetta Stone change the world?

[Assignment](#)

*Read Chapter 5 of *The Riddle of the Rosetta Stone* to analyze causes and effects.*

[Instruction](#)

How did solving the riddle of the Rosetta Stone change the world?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Evaluating an Argument on Healthy Eating](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How does an author build an effective argument?

[Assignment](#)

Read "Healthy Eating: Small Changes Can Equal Big Results" to analyze an argument.

[Instruction](#)

How does an author build an effective argument?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[A Look at the Fast-Food Industry by Eric Schlosser](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How does Schlosser use evidence to develop his claims?

[Assignment](#)

Read "Throughput" from Fast Food Nation to evaluate Schlosser's reasoning.

[Instruction](#)

How does Schlosser use evidence to develop his claims?

[Summary](#)

Review and connect what you have learned.

[Assignment](#)

Practice planning for a group discussion.

[Quiz Answers](#)

[Analyzing a Claim in a Text about Edward Jenner](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

What steps should you take to identify and analyze the central claim of an informational text?

[Assignment](#)

Read "Edward Jenner and the History of Smallpox and Vaccination" to identify its central claim and supporting evidence.

[Instruction](#)

What steps should you take to identify and analyze the central claim of an informational text?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Argumentation in "The Girl Who Silenced the World for Five Minutes"](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How did one child challenge the whole world?

[Assignment](#)

Read Severn Cullis-Suzuki's speech to examine facts, opinions, and reasoning.

[Instruction](#)

How did one child challenge the whole world?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Ordering the Chaos of the Contemporary World: An Introduction to *Freakonomics*](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do Levitt and Dubner use data to make sense of the world?

[Assignment](#)

*Read an excerpt from *Freakonomics* to determine and examine an argument.*

[Instruction](#)

How do Levitt and Dubner use data to make sense of the world?

[Summary](#)

Review and connect what you have learned.

[Quiz Answers](#)

[Evaluating an Argument and Questioning: *The Code Book*](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

*How can you measure the effectiveness of Singh's argument in *The Code Book*?*

[Assignment](#)

Read to identify evidence that supports the author's claim.

[Instruction](#)

*How can you measure the effectiveness of Singh's argument in *The Code Book*?*

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Abolition and Women's Rights Movements, Part 1](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

What types of reasoning and rhetorical devices make a persuasive argument effective?

[Assignment](#)

Read Douglass's speech "What to the Slave Is the Fourth of July?" to evaluate his reasoning.

[Instruction](#)

What types of reasoning and rhetorical devices make a persuasive argument effective?

[Summary](#)

Review and connect what you have learned.

[Quiz Answers](#)

[Author's Purpose and Viewpoint in *The Dark Game*, Part 3](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

*How does Paul Janeczko develop a controlling idea in *The Dark Game*?*

[Assignment](#)

Read to analyze word choice and tone.

[Instruction](#)

*How does Paul Janeczko develop a controlling idea in *The Dark Game*?*

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Text Structure in an Informational Text](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How is an informational text structured to show important ideas?

[Assignment](#)

*Read from *Epic Fails: The Race to Space: Countdown to Liftoff* to analyze the structure of an informational text.*

[Instruction](#)

How is an informational text structured to show important ideas?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Evaluating Different Media about Food Safety](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

What are advantages and disadvantages of presenting information in different formats?

[Assignment](#)

Watch "Understanding Bacteria" from Dr. X and the Quest for Food Safety to summarize information.

[Instruction](#)

What are advantages and disadvantages of presenting information in different formats?

[Assignment](#)

Read Food Safety Myths Exposed to evaluate evidence presented on a website.

[Instruction](#)

What are advantages and disadvantages of presenting information in different formats?

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Writing Workshop: Visual Media Analysis](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do you write to analyze media messages?

[Instruction](#)

How do you write to analyze media messages?

[Summary](#)

Review and connect what you have learned.

[Assignment](#)

Write a five-paragraph essay that evaluates the effectiveness of an advertising campaign.

[Assignment](#)

Evaluate your draft.

[Assignment](#)

Evaluate your revision.

[Quiz Answers](#)

[Brown v. Board of Education](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can background knowledge be used to analyze and evaluate Supreme Court opinions?

[Assignment](#)

Read Brown v. Board of Education and apply background knowledge to the text.

[Instruction](#) 

How can background knowledge be used to analyze and evaluate Supreme Court opinions?

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Thomas Paine](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How did colonial writers inspire the American colonists to fight for independence?

[Assignment](#) 

Read "The Crisis," No. 1 by Thomas Paine to examine his choice of language and decide on his purpose.

[Instruction](#) 

How did colonial writers inspire the American colonists to fight for independence?

[Assignment](#) 

Read an excerpt from Common Sense to examine rhetorical technique and language.

[Summary](#) 

Review and connect what you have learned.

[Quiz Answers](#)

[Diagnostic PostTest](#)

[TEST Answers](#)

VT-HiSET-Writing: Writing Conventions		Scope and Sequence
Unit	Lesson	Objectives
Diagnostic PreTest		
TEST		
Writing Conventions		
Expanding Vocabulary: Word Parts and Reference Resources		
		Identify patterns of word changes that indicate different meanings or parts of speech.
		Infer meaning and spelling by analyzing word parts and context.
		Use reference materials to determine the correct spelling and usage of a word.
Introduction to Pronouns		
		Identify different types of pronouns (personal, possessive, reflexive, intensive, reciprocal).
		Recognize inappropriate shifts in pronoun person, number, and case.
		Correct vague pronouns.
Pronoun Agreement and Reference		
		Use subject, object, possessive, and intensive pronouns properly.
		Recognize and correct subject-verb agreement errors.
		Recognize and correct pronoun usage errors.
Verb Tense, Verb Voice, and Verb Mood		
		Recognize and correct inappropriate shifts in verb tense.
		Recognize and correct inappropriate shifts in verb voice and mood.
		Use verb tense to effectively narrate a story.
Parts of Speech: Gerunds, Participles, and Infinitives		
		Recognize gerunds, participles, and infinitives.

VT-HiSET-Writing: Writing Conventions		Scope and Sequence
Unit	Lesson	Objectives
Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice		Use gerunds, participles, and infinitives correctly.
		Identify the function of phrases within a sentence.
		Identify the parts of simple sentences.
		Recognize when to use past, present, and future verb tenses.
		Distinguish between active and passive voice.
Parts of Speech and Types of Phrases		
		Recognize various types of phrases.
		Identify the functions of phrases in writing.
		Use phrases correctly to convey ideas precisely.
Using Punctuation		
		Use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements.
		Punctuate lists and series correctly.
		Use hyphens correctly.
Contested Usage		
		Identify active and passive voice and determine when to use passive voice.
		Identify split infinitives and determine when to use them.
		Recognize prepositions and determine when it is appropriate to end a sentence with a preposition.
Writing an Analysis of Media Messages		
		Analyze elements of a media campaign.

VT-HiSET-Writing: Writing Conventions		Scope and Sequence
Unit	Lesson	Objectives
		Develop an analysis using specific examples and descriptions.
		Revise writing to strengthen word choice.
Diagnostic PostTest		
TEST		

VT-HiSET-Writing: Writing Conventions

Course Documents (1)

[VT-HiSET-Writing: Writing Conventions](#)
[Diagnostic PreTest](#)
[TEST Answers](#)
[Writing Conventions](#)
[Expanding Vocabulary: Word Parts and Reference Resources](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can analyzing word parts and context expand your vocabulary?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice analyzing word parts to determine meaning, spelling, and usage.

[Quiz Answers](#)
[Introduction to Pronouns](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can using pronouns correctly make your writing clearer and stronger?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice using pronouns correctly.

[Quiz Answers](#)
[Pronoun Agreement and Reference](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you use pronouns and subject-verb agreement correctly when you write?

[Summary](#) 

Review and connect what you have learned.

[Assignment](#) 


Practice pronoun usage and subject-verb agreement by completing a paragraph.

[Quiz Answers](#)

[Verb Tense, Verb Voice, and Verb Mood](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can you use verbs effectively in writing?

[Summary](#)

Review and connect what you have learned.

[Assignment](#)

Practice using verbs effectively in a narrative.

[Quiz Answers](#)

[Parts of Speech: Gerunds, Participles, and Infinitives](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can words and phrases take on new meanings by acting like different parts of speech?

[Summary](#)

Review and connect what you learned.

[Assignment](#)

Revise sentences that contain advanced verb forms.

[Quiz Answers](#)

[Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can you improve your writing by understanding the way sentences and verbs work?

[Summary](#)

Review and connect what you learned.

[Assignment](#)

Practice improving your writing by understanding the way sentences and verbs work.

[Quiz Answers](#)

[Parts of Speech and Types of Phrases](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do phrases help writers convey ideas precisely?

[Summary](#)

Review and connect what you learned.

[Assignment](#) 

Practice using various phrases to convey precise ideas.

[Quiz Answers](#)

[Using Punctuation](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you use different types of punctuation to write clear and effective sentences?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice punctuating sentences correctly.

[Quiz Answers](#)

[Contested Usage](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can understanding contested grammar rules help you develop your writing style?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice applying and adapting grammar rules to write strong, clear sentences.

[Quiz Answers](#)

[Writing an Analysis of Media Messages](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do you write an analysis of a media campaign?

[Pre-Writing](#)

Plan to write your analytical essay.

[Instruction](#) 

How do you write an analysis of a media campaign?

[Drafting](#)

Draft your analytical essay.

[Instruction](#) 

How do you write an analysis of a media campaign?

[Revising](#)

Revise your analytical essay.

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Diagnostic PostTest](#)

[TEST Answers](#)

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Standards Alignment For VT-HiSET-Writing: Writing Conventions

Select a state below to see the standards alignments for this course. You can then roll your mouse over the "State ID" to see the full text of that standard.

State

Document

CA ▾

All ▾

Load Standards

Writing Conventions

Lesson	Grade Level	State ID
Expanding Vocabulary: Word Parts and Reference Resources	10	10RW1.1.
	10	10RW1.3.
	10	10WC1.2.
	10	10WC1.3.
	11	11RL3.6.
	11	11RW1.1.
	11	11RW1.2.
	9	9RW1.1.
	9	9RW1.3.
	9	9WC1.2.
	9	9WC1.3.
	10	CCSS.ELA-Literacy.CCRA.L.1
	11	CCSS.ELA-Literacy.CCRA.L.1
	12	CCSS.ELA-Literacy.CCRA.L.1
	9	CCSS.ELA-Literacy.CCRA.L.1
	10	CCSS.ELA-Literacy.CCRA.L.3
	12	CCSS.ELA-Literacy.CCRA.L.3
	11	CCSS.ELA-Literacy.CCRA.L.3
	9	CCSS.ELA-Literacy.CCRA.L.3
	9	CCSS.ELA-Literacy.CCRA.L.3
	11	CCSS.ELA-Literacy.CCRA.L.3



12	CCSS.ELA-
	Literacy.CCRA.L.4
10	CCSS.ELA-
	Literacy.CCRA.L.4
12	CCSS.ELA-
	Literacy.CCRA.SL.3
10	CCSS.ELA-
	Literacy.CCRA.SL.3
9	CCSS.ELA-
	Literacy.CCRA.SL.3
11	CCSS.ELA-
	Literacy.CCRA.SL.3
10	I.B.6.B.c.
12	I.B.6.B.c.
11	I.B.6.B.c.
9	I.B.6.B.c.
10	I.B.6.EM.c.
9	I.B.6.EM.c.
12	I.B.6.EM.c.
11	I.B.6.EM.c.
12	I.B.6.EX.c.
11	I.B.6.EX.c.
10	I.B.6.EX.c.
9	I.B.6.EX.c.
9	I.B.8.EX.a.
11	I.B.8.EX.a.
12	I.B.8.EX.a.
10	I.B.8.EX.a.
10	I.C.12.B.b.
11	I.C.12.B.b.
12	I.C.12.B.b.
9	I.C.12.B.b.
9	I.C.12.EM.b.
11	I.C.12.EM.b.
10	I.C.12.EM.b.
12	I.C.12.EM.b.
10	I.C.12.EX.b.
9	I.C.12.EX.b.
11	I.C.12.EX.b.
12	I.C.12.EX.b.
12	II.A.2.EM.a.
11	II.A.2.EM.a.
11	L.11-12.1.a.
12	L.11-12.1.a.
12	L.11-12.1.b.
11	L.11-12.1.b.
12	L.11-12.4.a.
11	L.11-12.4.a.
12	L.11-12.4.b.
11	L.11-12.4.b.

	12	L.11-12.4.c.
	11	L.11-12.4.c.
	11	L.11-12.4.d.
	12	L.11-12.4.d.
	12	L.11-12.6.
	11	L.11-12.6.
	9	L.9-10.4.a.
	10	L.9-10.4.a.
	10	L.9-10.4.b.
	9	L.9-10.4.b.
	10	L.9-10.4.c.
	9	L.9-10.4.c.
	9	L.9-10.4.d.
	10	L.9-10.4.d.
	10	L.9-10.6.
	9	L.9-10.6.
	12	RL.11-12.4.
	11	RL.11-12.4.
	12	SL.11-12.1.d.
	11	SL.11-12.1.d.
	11	SL.11-12.3.
	12	SL.11-12.3.
	9	SL.9-10.1.d.
	10	SL.9-10.1.d.
	10	SL.9-10.3.
	9	SL.9-10.3.
Introduction to Pronouns	9	II.A.2.EM.a.
Pronoun Agreement and Reference	11	11WS1.1.
	11	11WS1.3.
	11	CCSS.ELA- Literacy.CCRA.L.1
	12	CCSS.ELA- Literacy.CCRA.L.1
	11	CCSS.ELA- Literacy.CCRA.W.10
	12	CCSS.ELA- Literacy.CCRA.W.10
	12	CCSS.ELA- Literacy.CCRA.W.4
	11	CCSS.ELA- Literacy.CCRA.W.4
	12	CCSS.ELA- Literacy.CCRA.W.5
	11	CCSS.ELA- Literacy.CCRA.W.5
	12	I.C.10.B.b.
	11	I.C.10.B.b.
	11	I.C.10.EM.b.
	12	I.C.10.EM.b.
	12	I.C.10.EX.b.

	11	I.C.10.EX.b.
	12	II.A.2.EM.a.
	11	II.A.2.EM.a.
	11	II.A.2.EX.a.
	12	II.A.2.EX.a.
	12	II.B.4.EM.a.
	11	II.B.4.EM.a.
	12	II.B.4.EX.a.
	11	II.B.4.EX.a.
	11	L.11-12.1.a.
	12	L.11-12.1.a.
	12	L.11-12.4.b.
	11	L.11-12.4.b.
	11	W.11-12.10.
	12	W.11-12.10.
	12	W.11-12.4.
	11	W.11-12.4.
	12	W.11-12.5.
	11	W.11-12.5.
Verb Tense, Verb Voice, and Verb Mood	11	11WS1.1.
	11	11WS1.3.
	11	CCSS.ELA-Literacy.CCRA.L.1
	12	CCSS.ELA-Literacy.CCRA.L.1
	11	CCSS.ELA-Literacy.CCRA.W.10
	12	CCSS.ELA-Literacy.CCRA.W.10
	12	CCSS.ELA-Literacy.CCRA.W.3
	11	CCSS.ELA-Literacy.CCRA.W.3
	11	CCSS.ELA-Literacy.CCRA.W.4
	12	CCSS.ELA-Literacy.CCRA.W.4
	12	CCSS.ELA-Literacy.CCRA.W.5
	11	CCSS.ELA-Literacy.CCRA.W.5
	12	I.C.10.B.b.
	11	I.C.10.B.b.
	11	I.C.10.EM.b.
	12	I.C.10.EM.b.
	12	I.C.10.EX.b.
	11	I.C.10.EX.b.
	12	II.A.1.B.a.
	11	II.A.1.B.a.
	12	II.A.1.EM.a.

	11	II.A.1.EM.a.
	12	II.A.1.EX.a.
	11	II.A.1.EX.a.
	12	L.11-12.1.a.
	11	L.11-12.1.a.
	12	W.11-12.10.
	11	W.11-12.10.
	12	W.11-12.4.
	11	W.11-12.4.
	11	W.11-12.5.
	12	W.11-12.5.
Parts of Speech: Gerunds, Participles, and Infinitives	12	CCSS.ELA-Literacy.CCRA.L.1
Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice	12	L.11-12.1.a.
	9	9WC1.1.
	9	CCSS.ELA-Literacy.CCRA.L.4
	9	II.B.4.B.a.
	9	II.B.5.B.a.
	9	II.B.5.EM.a.
	9	II.B.5.EX.a.
	9	L.9-10.1.b.
Parts of Speech and Types of Phrases	9	L.9-10.4.b.
	10	10WC1.1.
	10	10WC1.2.
	10	10WS1.2.
	11	11RL3.6.
	9	9WC1.1.
	9	9WC1.2.
	9	9WS1.2.
	11	CCSS.ELA-Literacy.CCRA.SL.3
	9	CCSS.ELA-Literacy.CCRA.SL.3
	12	CCSS.ELA-Literacy.CCRA.SL.3
	10	CCSS.ELA-Literacy.CCRA.SL.3
	12	II.B.4.B.a.
	11	II.B.4.B.a.
	10	II.B.4.B.a.
	9	II.B.4.B.a.
	12	II.B.4.EM.a.
	9	II.B.4.EM.a.
	11	II.B.4.EM.a.
	10	II.B.4.EM.a.
	11	II.B.4.EX.a.
	12	II.B.4.EX.a.
	9	II.B.4.EX.a.
	10	II.B.4.EX.a.

	12	II.B.5.B.a.
	10	II.B.5.B.a.
	9	II.B.5.B.a.
	11	II.B.5.B.a.
	12	II.B.5.EM.a.
	9	II.B.5.EM.a.
	11	II.B.5.EM.a.
	10	II.B.5.EM.a.
	9	II.B.5.EX.a.
	11	II.B.5.EX.a.
	12	II.B.5.EX.a.
	10	II.B.5.EX.a.
	10	L.9-10.1.b.
	9	L.9-10.1.b.
	12	SL.11-12.1.d.
	11	SL.11-12.1.d.
	12	SL.11-12.3.
	11	SL.11-12.3.
	9	SL.9-10.1.d.
	10	SL.9-10.1.d.
	10	SL.9-10.3.
	9	SL.9-10.3.
Using Punctuation	12	CCSS.ELA-Literacy.CCRA.L.1
	12	CCSS.ELA-Literacy.CCRA.L.2
	12	L.11-12.1.a.
	12	L.11-12.2.a.
Contested Usage	12	CCSS.ELA-Literacy.CCRA.L.1
	12	II.B.5.B.a.
	12	II.B.5.EM.a.
	12	II.B.5.EX.a.
	12	L.11-12.1.a.
	12	L.11-12.1.b.
	12	L.11-12.3.a.
Writing an Analysis of Media Messages	12	CCSS.ELA-Literacy.CCRA.L.1
	12	CCSS.ELA-Literacy.CCRA.L.2
	12	CCSS.ELA-Literacy.CCRA.L.6
	12	CCSS.ELA-Literacy.CCRA.R.8
	12	CCSS.ELA-Literacy.CCRA.SL.2
	12	CCSS.ELA-Literacy.CCRA.W.1
	12	CCSS.ELA-Literacy.CCRA.W.10

12	CCSS.ELA- Literacy.CCRA.W.2
12	CCSS.ELA- Literacy.CCRA.W.3
12	CCSS.ELA- Literacy.CCRA.W.4
12	CCSS.ELA- Literacy.CCRA.W.5
12	CCSS.ELA- Literacy.CCRA.W.6
12	CCSS.ELA- Literacy.CCRA.W.8
12	CCSS.ELA- Literacy.CCRA.W.9
12	I.B.7.B.a.
12	I.B.7.EM.a.
12	I.B.7.EX.a.
12	I.C.10.B.a.
12	I.C.10.EM.a.
12	I.C.10.EX.a.
12	I.C.11.B.a.
12	I.C.11.EM.a.
12	I.C.11.EX.a.
12	I.C.12.B.a.
12	I.C.12.EM.a.
12	I.C.12.EX.a.
12	II.A.1.B.a.
12	II.A.1.EM.a.
12	II.A.1.EX.a.
12	L.11-12.1.a.
12	L.11-12.2.b.
12	L.11-12.6.
12	SL.11-12.2.
12	W.11-12.1.b.
12	W.11-12.1.c.
12	W.11-12.10.
12	W.11-12.2.a.
12	W.11-12.2.b.
12	W.11-12.2.c.
12	W.11-12.2.d.
12	W.11-12.2.e.
12	W.11-12.2.f.
12	W.11-12.3.d.
12	W.11-12.4.
12	W.11-12.5.
12	W.11-12.6.
12	W.11-12.8.

VT-HiSET-Writing: Organization of Ideas		Scope and Sequence
Unit	Lesson	Objectives
Diagnostic PreTest		
TEST		
Organization of Ideas		
Writing an Informative Essay about Nature		
		Gather details and organize ideas to plan an informative essay
		Revise to use descriptive words
		Write an informative essay with precise details
Writing an Informative Essay about Heroic Qualities		
		Organize a topic and supporting evidence into cohesive segments
		Revise to include effective details and examples
		Write an informative essay with clearly-organized ideas
Writing an Informative Essay about an Event in History		
		Research to gather relevant information
		Categorize information into cohesive segments
		Revise to include concrete details, quotations and other examples
		Write a clear and well-organized summary
Writing an Informative Essay Comparing Two Periods of Time		
		Organize ideas to show clear relationships between ideas
		Revise language to add precision and interest
		Write an informative essay with interesting transitions between ideas
Writing an Informative Essay about Compromise		
		Use prior knowledge when organizing ideas.

VT-HiSET-Writing: Organization of Ideas		Scope and Sequence
Unit	Lesson	Objectives
		Effectively organize an essay into cohesive segments.
		Revise writing to include transitions and sharpen focus.
		Write an informative essay on the topic of compromise.
	Writing an Informative Essay about a Utopia	
		Generate ideas and supporting details based on a given topic.
		Organize and develop ideas.
		Revise writing to create cohesion and vary syntax.
		Write an informative essay.
	Writing a Compare-and-Contrast Essay about Presentation of Ideas	
		Write a compare-and-contrast essay.
		Support a written analysis with relevant examples.
		Organize writing to serve a purpose.
		Use appropriate transitions and terminology.
Diagnostic PostTest		
	TEST	

VT-HiSET-Writing: Organization of Ideas

Course Documents (1)

[VT-HiSET-Writing: Organization of Ideas](#)
[Diagnostic PreTest](#)
[TEST Answers](#)
[Organization of Ideas](#)
[Writing an Informative Essay about Nature](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does precise language make informative writing clear?

[Instruction](#) 

How does precise language make informative writing clear?

[Instruction](#) 

How does precise language make informative writing clear?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)
[Writing an Informative Essay about Heroic Qualities](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do you organize ideas to explain a topic?

[Instruction](#) 

How do you organize ideas to explain a topic?

[Instruction](#) 

How do you organize ideas to explain a topic?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)
[Writing an Informative Essay about an Event in History](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 


How can you write an informative essay about a historical event?

[Instruction](#) 

How can you write an informative essay about a historical event?

[Instruction](#) 

How can you write an informative essay about a historical event?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Writing an Informative Essay Comparing Two Periods of Time](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does precise language help you to keep a topic interesting?

[Instruction](#) 

How does precise language help you to keep a topic interesting?

[Instruction](#) 

How does precise language help you to keep a topic interesting?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Writing an Informative Essay about Compromise](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you generate and communicate information effectively on the topic of compromise?

[Instruction](#) 

How can you generate and communicate information effectively on the topic of compromise?

[Instruction](#) 

How can you generate and communicate information effectively on the topic of compromise?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Writing an Informative Essay about a Utopia](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you present your vision of an ideal world in an informative essay?

[Instruction](#) 

How can you present your vision of an ideal world in an informative essay?

[Instruction](#) 

How can you present your vision of an ideal world in an informative essay?

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Writing a Compare-and-Contrast Essay about Presentation of Ideas](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you write an analysis that effectively compares and contrasts how two writers present ideas?

[Pre-Writing](#)

Plan to write your analytical essay.

[Instruction](#) 

How can you write an analysis that effectively compares and contrasts how two writers present ideas?

[Drafting](#)

Draft your analytical essay.

[Instruction](#) 

How can you write an analysis that effectively compares and contrasts how two writers present ideas?

[Revising](#)

Revise your analytical essay.

[Summary](#) 

Review and connect what you learned.

[Quiz Answers](#)

[Diagnostic PostTest](#)

[TEST Answers](#)

Standards Alignment For VT-HiSET-Writing: Organization of Ideas

Select a state below to see the standards alignments for this course. You can then roll your mouse over the "State ID" to see the full text of that standard.

State

Document

CA ▾

All ▾

Load Standards

Organization of Ideas

Lesson	Grade Level	State ID
Writing an Informative Essay about Nature	6	CCSS.ELA-Literacy.CCRA.L.6
	5	CCSS.ELA-Literacy.CCRA.L.6
	5	CCSS.ELA-Literacy.CCRA.W.10
	6	CCSS.ELA-Literacy.CCRA.W.10
	6	CCSS.ELA-Literacy.CCRA.W.2
	5	CCSS.ELA-Literacy.CCRA.W.2
	5	CCSS.ELA-Literacy.CCRA.W.4
	6	CCSS.ELA-Literacy.CCRA.W.4
	5	CCSS.ELA-Literacy.CCRA.W.5
	6	CCSS.ELA-Literacy.CCRA.W.5
	5	CCSS.ELA-Literacy.CCRA.W.6
	6	CCSS.ELA-Literacy.CCRA.W.6
	6	CCSS.ELA-Literacy.CCRA.W.9
	5	CCSS.ELA-Literacy.CCRA.W.9
	6	I.C.10.B.a.
	5	I.C.10.B.a.
	5	I.C.10.EX.a.
	6	I.C.10.EX.a.



	6	I.C.12.B.a.
	5	I.C.12.B.a.
	5	I.C.12.EM.a.
	6	I.C.12.EM.a.
	6	I.C.12.EX.a.
	5	I.C.12.EX.a.
	5	L.5.6.
	6	L.6.6.
	5	W.5.10.
	5	W.5.2.a.
	5	W.5.2.b.
	5	W.5.2.c.
	5	W.5.2.d.
	5	W.5.2.e.
	5	W.5.4.
	5	W.5.5.
	5	W.5.6.
	6	W.6.10.
	6	W.6.2.a.
	6	W.6.2.b.
	6	W.6.2.c.
	6	W.6.2.d.
	6	W.6.2.e.
	6	W.6.2.f.
	6	W.6.4.
	6	W.6.5.
	6	W.6.6.
Writing an Informative Essay about Heroic Qualities	7	CCSS.ELA-Literacy.CCRA.W.10
	7	CCSS.ELA-Literacy.CCRA.W.2
	7	CCSS.ELA-Literacy.CCRA.W.4
	7	CCSS.ELA-Literacy.CCRA.W.5
	7	I.C.12.B.a.
	7	I.C.12.EM.a.
	7	I.C.12.EX.a.
	7	L.7.3.a.
	7	L.7.6.
	7	W.7.10.
	7	W.7.2.b.
	7	W.7.2.c.
	7	W.7.2.d.
	7	W.7.2.e.
	7	W.7.2.f.
	7	W.7.4.
	7	W.7.5.
Writing an Informative Essay about an Event in History	8	CCSS.ELA-Literacy.CCRA.W.10

	8	CCSS.ELA-Literacy.CCRA.W.2
	8	CCSS.ELA-Literacy.CCRA.W.4
	8	CCSS.ELA-Literacy.CCRA.W.5
	8	CCSS.ELA-Literacy.CCRA.W.8
	8	I.C.12.B.a.
	8	I.C.12.EM.a.
	8	I.C.12.EX.a.
	8	L.8.6.
	8	W.8.10.
	8	W.8.2.b.
	8	W.8.2.d.
	8	W.8.2.e.
	8	W.8.2.f.
	8	W.8.4.
	8	W.8.5.
	8	W.8.7.
	8	W.8.8.
Writing an Informative Essay Comparing Two Periods of Time	8	CCSS.ELA-Literacy.CCRA.W.10
	8	CCSS.ELA-Literacy.CCRA.W.2
	8	CCSS.ELA-Literacy.CCRA.W.4
	8	CCSS.ELA-Literacy.CCRA.W.5
	8	I.C.12.B.a.
	8	I.C.12.EM.a.
	8	I.C.12.EX.a.
	8	L.8.6.
	8	W.8.10.
	8	W.8.2.b.
	8	W.8.2.c.
	8	W.8.2.d.
	8	W.8.2.e.
	8	W.8.2.f.
	8	W.8.4.
	8	W.8.5.
Writing an Informative Essay about Compromise	9	9WS1.1.
	9	CCSS.ELA-Literacy.CCRA.L.6
	9	CCSS.ELA-Literacy.CCRA.W.10
	9	CCSS.ELA-Literacy.CCRA.W.2
	9	CCSS.ELA-Literacy.CCRA.W.4

	9	CCSS.ELA-Literacy.CCRA.W.5
	9	CCSS.ELA-Literacy.CCRA.W.6
	9	I.C.10.B.a.
	9	I.C.10.EX.a.
	9	I.C.12.B.a.
	9	I.C.12.EM.a.
	9	I.C.12.EX.a.
	9	L.9-10.6.
	9	W.9-10.10.
	9	W.9-10.2.a.
	9	W.9-10.2.b.
	9	W.9-10.2.c.
	9	W.9-10.2.d.
	9	W.9-10.2.e.
	9	W.9-10.2.f.
	9	W.9-10.4.
	9	W.9-10.5.
	9	W.9-10.6.
Writing an Informative Essay about a Utopia	12	CCSS.ELA-Literacy.CCRA.L.1
	12	CCSS.ELA-Literacy.CCRA.L.2
	12	CCSS.ELA-Literacy.CCRA.W.10
	12	CCSS.ELA-Literacy.CCRA.W.2
	12	CCSS.ELA-Literacy.CCRA.W.3
	12	CCSS.ELA-Literacy.CCRA.W.4
	12	CCSS.ELA-Literacy.CCRA.W.5
	12	CCSS.ELA-Literacy.CCRA.W.6
	12	CCSS.ELA-Literacy.CCRA.W.9
	12	I.C.10.B.a.
	12	I.C.10.B.b.
	12	I.C.10.EM.b.
	12	I.C.10.EX.a.
	12	I.C.10.EX.b.
	12	I.C.11.B.a.
	12	I.C.11.EM.a.
	12	I.C.11.EX.a.
	12	I.C.12.B.a.
	12	I.C.12.EM.a.
	12	I.C.12.EX.a.
	12	II.A.1.B.a.

	12	II.A.1.EM.a.
	12	II.A.1.EX.a.
	12	II.A.2.B.a.
	12	L.11-12.1.a.
	12	L.11-12.2.b.
	12	L.11-12.6.
	12	W.11-12.10.
	12	W.11-12.2.a.
	12	W.11-12.2.b.
	12	W.11-12.2.c.
	12	W.11-12.2.d.
	12	W.11-12.2.f.
	12	W.11-12.3.d.
	12	W.11-12.4.
	12	W.11-12.5.
	12	W.11-12.6.
Writing a Compare-and-Contrast Essay about Presentation of Ideas	9	9WS1.1.
	9	9WS1.4.
	9	CCSS.ELA- Literacy.CCRA.W.10
	9	CCSS.ELA- Literacy.CCRA.W.3
	9	CCSS.ELA- Literacy.CCRA.W.4
	9	CCSS.ELA- Literacy.CCRA.W.5
	9	CCSS.ELA- Literacy.CCRA.W.6
	9	I.C.11.B.a.
	9	I.C.11.EM.a.
	9	I.C.11.EX.a.
	9	I.C.12.B.a.
	9	I.C.12.EM.a.
	9	I.C.12.EX.a.
	9	W.9-10.10.
	9	W.9-10.2.a.
	9	W.9-10.2.b.
	9	W.9-10.2.c.
	9	W.9-10.2.d.
	9	W.9-10.2.e.
	9	W.9-10.2.f.
	9	W.9-10.3.d.
	9	W.9-10.4.
	9	W.9-10.5.
	9	W.9-10.6.

VT-HiSET-Writing: Language Facility		Scope and Sequence
Unit	Lesson	Objectives
Diagnostic PreTest		
TEST		
Language Facility		
Determine Meaning: Words and Phrases		
		Determine word meaning by using context.
		Interpret figurative language to determine the meanings of words and phrases.
		Analyze nuance and connotation to determine word meaning.
Choosing Language for Context and Purpose		
		Apply strategies to determine how language functions in different contexts.
		Recognize and correctly make meaning out of words and phrases.
		Use consistent style and tone when writing.
Compound and Complex Sentences		
		Distinguish between independent and dependent clauses.
		Identify the parts of compound and complex sentences.
		Correctly punctuate compound and complex sentences.
Clauses: Building and Refining Compound and Complex Sentences		
		Use clauses to convey meaning and add variety to writing.
		Use various sentence structures to add variety to writing.
		Correct common sentence errors.
Punctuating Restrictive and Nonrestrictive Elements		
		Differentiate between restrictive and nonrestrictive phrases (appositives) and clauses.

VT-HiSET-Writing: Language Facility		Scope and Sequence
Unit	Lesson	Objectives
		Correctly punctuate restrictive and nonrestrictive phrases and clauses.
		Use commas correctly.
	Restrictive and Nonrestrictive Words, Phrases, and Clauses	
		Distinguish between restrictive and nonrestrictive phrases and clauses.
		Apply punctuation rules for commas, parentheses, dashes, and colons to writing.
		Use parallel structure in writing.
	Writing Coherent Sentences	
		Apply rules for agreement and parallelism of grammatical structures.
		Vary sentence structure.
		Choose words and phrases for effect and purpose.
	Correct Modifiers and Concise Wording	
		Apply strategies to improve expression in conventional language.
		Locate and correct dangling, misplaced, and troublesome modifiers.
		Recognize and revise wordiness and redundancy in writing.
	Writing an Essay to Compare the Presentation of Ideas across Genres	
		Write a comparative essay.
		Explain how to organize an essay that compares the presentation of ideas in different genres.
		Properly cite evidence to support ideas and purpose.
		Revise writing to include formal and objective language.
Diagnostic PostTest		
TEST		

VT-HiSET-Writing: Language Facility

Course Documents (1)

[VT-HiSET-Writing: Language Facility](#)
[Diagnostic PreTest](#)
[TEST Answers](#)
[Language Facility](#)
[Determine Meaning: Words and Phrases](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

What strategies can be applied to determine the meanings of words and phrases?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice determining the meanings of words and phrases.

[Quiz Answers](#)
[Choosing Language for Context and Purpose](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you use language to understand and convey meaning, style, and tone?

[Summary](#) 

Review and connect what you have learned.

[Assignment](#) 

Practice determining how language functions in different contexts.

[Quiz Answers](#)
[Compound and Complex Sentences](#)  [Guided Notes](#)
[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can you use a variety of sentence types to add interest to your writing?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 


Practice crafting effective and varied compound and complex sentences.

[Assignment](#) 

Practice identifying and using the subjunctive mood.

[Assignment](#) 

Practice recognizing and correcting comma splices and fused sentences.

[Quiz Answers](#)

[Clauses: Building and Refining Compound and Complex Sentences](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How do clauses and varied sentence structures convey meaning and add variety to writing?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice using different types of clauses and sentences.

[Quiz Answers](#)

[Punctuating Restrictive and Nonrestrictive Elements](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How can phrases and clauses be used to add information to sentences?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Practice identifying and punctuating restrictive and nonrestrictive phrases and clauses.

[Quiz Answers](#)

[Restrictive and Nonrestrictive Words, Phrases, and Clauses](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#) 

How does punctuation convey meaning and add style to writing?

[Summary](#) 

Review and connect what you learned.

[Assignment](#) 

Use parallelism and punctuation to enhance writing.

[Quiz Answers](#)

[Writing Coherent Sentences](#)  [Guided Notes](#)

[Warm-Up](#) 

Get ready for the lesson.

[Instruction](#)

How can you apply grammatical conventions to write clear, precise, and varied sentences?

[Summary](#)

Review and connect what you learned.

[Assignment](#)

Practice improving sentences for clarity, accuracy, and variety.

[Quiz Answers](#)

[Correct Modifiers and Concise Wording](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How can you correct wordiness, redundancy, and modifier errors to improve your writing?

[Summary](#)

Review and connect what you have learned.

[Assignment](#)

Practice correcting modifier errors, wordiness, and redundancy.

[Quiz Answers](#)

[Writing an Essay to Compare the Presentation of Ideas across Genres](#) [Guided Notes](#)

[Warm-Up](#)

Get ready for the lesson.

[Instruction](#)

How do you write an essay that compares the presentation of ideas across genres?

[Prewriting](#)

Plan to write a comparative essay.

[Instruction](#)

How do you write an essay that compares the presentation of ideas across genres?

[Drafting](#)

Draft your comparative essay.

[Instruction](#)

How do you write an essay that compares the presentation of ideas across genres?

[Revising](#)

Revise your draft by including sensory words and descriptive details.

[Summary](#)

Review and connect what you learned.

[Quiz Answers](#)

[Diagnostic PostTest](#)

[TEST Answers](#)

Standards Alignment For VT-HiSET-Writing: Language Facility

Select a state below to see the standards alignments for this course. You can then roll your mouse over the "State ID" to see the full text of that standard.

State

CA ▾

Document

All ▾

Load Standards

Language Facility

Lesson	Grade Level	State ID
Determine Meaning: Words and Phrases	10	10RW1.1.
	10	10RW1.2.
	11	11RL3.4.
	11	11RL3.6.
	9	9RL3.11.
	9	9RL3.7.
	9	9RW1.1.
	9	9RW1.2.
	12	CCSS.ELA-Literacy.CCRA.L.3
	11	CCSS.ELA-Literacy.CCRA.L.3
	9	CCSS.ELA-Literacy.CCRA.L.3
	10	CCSS.ELA-Literacy.CCRA.L.3
	10	CCSS.ELA-Literacy.CCRA.L.4
	12	CCSS.ELA-Literacy.CCRA.L.4
	11	CCSS.ELA-Literacy.CCRA.L.4
	9	CCSS.ELA-Literacy.CCRA.L.4
	10	CCSS.ELA-Literacy.CCRA.L.5
	11	CCSS.ELA-Literacy.CCRA.L.5
	9	CCSS.ELA-Literacy.CCRA.L.5
	12	CCSS.ELA-Literacy.CCRA



10	CCSS.ELA- Literacy.CCRA.L.6
9	CCSS.ELA- Literacy.CCRA.L.6
11	CCSS.ELA- Literacy.CCRA.L.6
12	CCSS.ELA- Literacy.CCRA.L.6
10	CCSS.ELA- Literacy.CCRA.R.1
9	CCSS.ELA- Literacy.CCRA.R.1
11	CCSS.ELA- Literacy.CCRA.R.1
12	CCSS.ELA- Literacy.CCRA.R.1
9	CCSS.ELA- Literacy.CCRA.R.10
11	CCSS.ELA- Literacy.CCRA.R.10
12	CCSS.ELA- Literacy.CCRA.R.10
10	CCSS.ELA- Literacy.CCRA.R.10
11	CCSS.ELA- Literacy.CCRA.R.2
9	CCSS.ELA- Literacy.CCRA.R.2
12	CCSS.ELA- Literacy.CCRA.R.2
10	CCSS.ELA- Literacy.CCRA.R.2
9	CCSS.ELA- Literacy.CCRA.R.3
11	CCSS.ELA- Literacy.CCRA.R.3
10	CCSS.ELA- Literacy.CCRA.R.3
12	CCSS.ELA- Literacy.CCRA.R.3
12	CCSS.ELA- Literacy.CCRA.R.4
10	CCSS.ELA- Literacy.CCRA.R.4
9	CCSS.ELA- Literacy.CCRA.R.4
11	CCSS.ELA- Literacy.CCRA.R.4
10	CCSS.ELA- Literacy.CCRA.R.7

12	CCSS.ELA- Literacy.CCRA.R.7
9	CCSS.ELA- Literacy.CCRA.R.7
11	CCSS.ELA- Literacy.CCRA.R.7
12	CCSS.ELA- Literacy.CCRA.SL.3
9	CCSS.ELA- Literacy.CCRA.SL.3
11	CCSS.ELA- Literacy.CCRA.SL.3
10	CCSS.ELA- Literacy.CCRA.SL.3
10	I.B.6.B.b.
12	I.B.6.B.b.
11	I.B.6.B.b.
9	I.B.6.B.b.
10	I.B.6.B.c.
9	I.B.6.B.c.
11	I.B.6.B.c.
12	I.B.6.B.c.
11	I.B.6.EM.b.
10	I.B.6.EM.b.
9	I.B.6.EM.b.
12	I.B.6.EM.b.
11	I.B.6.EM.c.
12	I.B.6.EM.c.
9	I.B.6.EM.c.
10	I.B.6.EM.c.
11	I.B.6.EX.b.
10	I.B.6.EX.b.
9	I.B.6.EX.b.
12	I.B.6.EX.b.
12	I.B.6.EX.c.
10	I.B.6.EX.c.
9	I.B.6.EX.c.
11	I.B.6.EX.c.
10	I.B.8.B.a.
12	I.B.8.B.a.
9	I.B.8.B.a.
11	I.B.8.B.a.
12	I.B.8.EM.a.
11	I.B.8.EM.a.
10	I.B.8.EM.a.
9	I.B.8.EM.a.
10	I.B.8.EX.a.
9	I.B.8.EX.a.
11	I.B.8.EX.a.
12	I.B.8.EX.a.

11	II.A.2.EM.a.
12	II.A.2.EM.a.
11	L.11-12.4.a.
12	L.11-12.4.a.
12	L.11-12.4.d.
11	L.11-12.4.d.
12	L.11-12.5.a.
11	L.11-12.5.a.
11	L.11-12.5.b.
12	L.11-12.5.b.
11	L.11-12.6.
12	L.11-12.6.
9	L.9-10.4.a.
10	L.9-10.4.a.
9	L.9-10.4.d.
10	L.9-10.4.d.
10	L.9-10.5.a.
9	L.9-10.5.a.
10	L.9-10.5.b.
9	L.9-10.5.b.
9	L.9-10.6.
10	L.9-10.6.
12	RI.11-12.4.
11	RI.11-12.4.
12	RL.11-12.1.
11	RL.11-12.1.
11	RL.11-12.10.
12	RL.11-12.10.
11	RL.11-12.2.
12	RL.11-12.2.
12	RL.11-12.4.
11	RL.11-12.4.
10	RL.9-10.1.
9	RL.9-10.1.
10	RL.9-10.10.
9	RL.9-10.10.
9	RL.9-10.2.
10	RL.9-10.2.
9	RL.9-10.4.
10	RL.9-10.4.
11	SL.11-12.1.d.
12	SL.11-12.1.d.
11	SL.11-12.3.
12	SL.11-12.3.
9	SL.9-10.1.d.
10	SL.9-10.1.d.
9	SL.9-10.3.
10	SL.9-10.3.
11	11RC2.2.
11	11RC2.3.

11	11RC2.4.
11	11RL3.3.
11	11RL3.4.
11	11RL3.5.1.
11	11RL3.8.
11	11WS1.1.
11	11WS1.2.
11	11WS1.3.
11	11WS1.4.
11	11WS1.5.
11	CCSS.ELA- Literacy.CCRA.L.3
12	CCSS.ELA- Literacy.CCRA.L.3
11	CCSS.ELA- Literacy.CCRA.L.4
12	CCSS.ELA- Literacy.CCRA.L.4
11	CCSS.ELA- Literacy.CCRA.L.5
12	CCSS.ELA- Literacy.CCRA.L.5
11	CCSS.ELA- Literacy.CCRA.L.6
12	CCSS.ELA- Literacy.CCRA.L.6
12	CCSS.ELA- Literacy.CCRA.R.10
11	CCSS.ELA- Literacy.CCRA.R.10
11	CCSS.ELA- Literacy.CCRA.R.2
12	CCSS.ELA- Literacy.CCRA.R.2
11	CCSS.ELA- Literacy.CCRA.R.3
12	CCSS.ELA- Literacy.CCRA.R.3
12	CCSS.ELA- Literacy.CCRA.R.4
11	CCSS.ELA- Literacy.CCRA.R.4
12	CCSS.ELA- Literacy.CCRA.R.5
11	CCSS.ELA- Literacy.CCRA.R.5
12	CCSS.ELA- Literacy.CCRA.R.6
11	CCSS.ELA- Literacy.CCRA.R.6

12	CCSS.ELA- Literacy.CCRA.R.7
11	CCSS.ELA- Literacy.CCRA.R.7
11	CCSS.ELA- Literacy.CCRA.SL.3
12	CCSS.ELA- Literacy.CCRA.SL.3
12	CCSS.ELA- Literacy.CCRA.W.1
11	CCSS.ELA- Literacy.CCRA.W.1
11	CCSS.ELA- Literacy.CCRA.W.10
12	CCSS.ELA- Literacy.CCRA.W.10
11	CCSS.ELA- Literacy.CCRA.W.2
12	CCSS.ELA- Literacy.CCRA.W.2
12	CCSS.ELA- Literacy.CCRA.W.3
11	CCSS.ELA- Literacy.CCRA.W.3
12	CCSS.ELA- Literacy.CCRA.W.4
11	CCSS.ELA- Literacy.CCRA.W.4
12	CCSS.ELA- Literacy.CCRA.W.5
11	CCSS.ELA- Literacy.CCRA.W.5
11	CCSS.ELA- Literacy.CCRA.W.7
12	CCSS.ELA- Literacy.CCRA.W.7
11	CCSS.ELA- Literacy.CCRA.W.9
12	CCSS.ELA- Literacy.CCRA.W.9
11	I.A.2.EM.a.
12	I.A.2.EM.a.
11	I.A.2.EX.a.
12	I.A.2.EX.a.
12	I.B.6.B.a.
11	I.B.6.B.a.
11	I.B.6.B.c.
12	I.B.6.B.c.
12	I.B.6.EM.a.
11	I.B.6.EM.a.

12	I.B.6.EM.c.
11	I.B.6.EM.c.
12	I.B.6.EX.a.
11	I.B.6.EX.a.
12	I.B.6.EX.c.
11	I.B.6.EX.c.
12	I.B.7.B.a.
11	I.B.7.B.a.
11	I.B.7.EM.a.
12	I.B.7.EM.a.
11	I.B.7.EX.a.
12	I.B.7.EX.a.
12	I.B.8.B.a.
11	I.B.8.B.a.
11	I.B.8.EM.a.
12	I.B.8.EM.a.
12	I.C.10.B.a.
11	I.C.10.B.a.
12	I.C.10.B.b.
11	I.C.10.B.b.
11	I.C.10.EM.a.
12	I.C.10.EM.a.
11	I.C.10.EM.b.
12	I.C.10.EM.b.
11	I.C.10.EX.a.
12	I.C.10.EX.a.
11	I.C.10.EX.b.
12	I.C.10.EX.b.
11	I.C.12.B.a.
12	I.C.12.B.a.
12	I.C.12.EM.a.
11	I.C.12.EM.a.
11	I.C.12.EX.a.
12	I.C.12.EX.a.
12	II.A.1.B.a.
11	II.A.1.B.a.
11	II.A.1.EM.a.
12	II.A.1.EM.a.
11	II.A.1.EX.a.
12	II.A.1.EX.a.
12	II.A.2.B.a.
11	II.A.2.B.a.
11	II.A.2.B.b.
12	II.A.2.B.b.
11	II.A.2.EM.a.
12	II.A.2.EM.a.
11	II.A.2.EM.b.
12	II.A.2.EM.b.
12	II.A.2.EX.b.
11	II.A.2.EX.b.

12	L.11-12.1.b.
11	L.11-12.1.b.
11	L.11-12.4.a.
12	L.11-12.4.a.
11	L.11-12.4.c.
12	L.11-12.4.c.
11	L.11-12.4.d.
12	L.11-12.4.d.
12	L.11-12.5.b.
11	L.11-12.5.b.
12	L.11-12.6.
11	L.11-12.6.
12	RI.11-12.1.
11	RI.11-12.1.
12	RI.11-12.2.
11	RI.11-12.2.
11	RI.11-12.3.
12	RI.11-12.3.
11	RI.11-12.4.
12	RI.11-12.4.
11	RI.11-12.6.
12	RI.11-12.6.
12	RL.11-12.3.
11	RL.11-12.3.
11	RL.11-12.4.
12	RL.11-12.4.
11	RL.11-12.5.
12	RL.11-12.5.
11	RL.11-12.6.
12	RL.11-12.6.
11	SL.11-12.1.d.
12	SL.11-12.1.d.
11	SL.11-12.3.
12	SL.11-12.3.
11	W.11-12.1.b.
12	W.11-12.1.b.
11	W.11-12.1.f.
12	W.11-12.1.f.
11	W.11-12.10.
12	W.11-12.10.
12	W.11-12.2.d.
11	W.11-12.2.d.
12	W.11-12.3.a.
11	W.11-12.3.a.
12	W.11-12.3.d.
11	W.11-12.3.d.
11	W.11-12.4.
12	W.11-12.4.
11	W.11-12.5.
12	W.11-12.5.

	12	W.11-12.8.
	11	W.11-12.8.
Compound and Complex Sentences	9	9WC1.1.
	9	II.B.4.B.a.
	9	II.B.5.B.a.
	9	II.B.5.EM.a.
	9	II.B.5.EX.a.
	9	L.9-10.1.b.
	9	L.9-10.2.a.
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	11	11RL3.6.
	9	9WC1.1.
	9	CCSS.ELA- Literacy.CCRA.SL.3
	12	CCSS.ELA- Literacy.CCRA.SL.3
	11	CCSS.ELA- Literacy.CCRA.SL.3
	10	CCSS.ELA- Literacy.CCRA.SL.3
	11	II.B.4.B.a.
	9	II.B.4.B.a.
	12	II.B.4.B.a.
	10	II.B.4.B.a.
	9	II.B.4.EM.a.
	12	II.B.4.EM.a.
	11	II.B.4.EM.a.
	10	II.B.4.EM.a.
	10	II.B.4.EX.a.
	11	II.B.4.EX.a.
	12	II.B.4.EX.a.
	9	II.B.4.EX.a.
	9	II.B.5.B.a.
	12	II.B.5.B.a.
	11	II.B.5.B.a.
	10	II.B.5.B.a.
	12	II.B.5.EM.a.
	9	II.B.5.EM.a.
	11	II.B.5.EM.a.
	10	II.B.5.EM.a.
	11	II.B.5.EX.a.
	9	II.B.5.EX.a.
	12	II.B.5.EX.a.
	10	II.B.5.EX.a.
	9	II.C.6.B.a.
	10	II.C.6.B.a.
	12	II.C.6.B.a.
	11	II.C.6.B.a.
	11	II.C.6.EM.a.
	12	II.C.6.EM.a.

	9	II.C.6.EM.a.
	10	II.C.6.EM.a.
	9	II.C.6.EX.a.
	12	II.C.6.EX.a.
	11	II.C.6.EX.a.
	10	II.C.6.EX.a.
	10	II.C.7.B.a.
	9	II.C.7.B.a.
	12	II.C.7.B.a.
	11	II.C.7.B.a.
	12	II.C.7.EM.a.
	10	II.C.7.EM.a.
	9	II.C.7.EM.a.
	11	II.C.7.EM.a.
	10	II.C.7.EX.a.
	9	II.C.7.EX.a.
	11	II.C.7.EX.a.
	12	II.C.7.EX.a.
	10	L.9-10.1.b.
	9	L.9-10.1.b.
	9	L.9-10.2.a.
	10	L.9-10.2.a.
	11	SL.11-12.1.d.
	12	SL.11-12.1.d.
	11	SL.11-12.3.
	12	SL.11-12.3.
	9	SL.9-10.1.d.
	10	SL.9-10.1.d.
	10	SL.9-10.3.
	9	SL.9-10.3.
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	9	II.B.4.B.a.
	9	II.B.5.B.a.
	9	II.B.5.EM.a.
	9	II.B.5.EX.a.
	9	L.9-10.1.b.
	9	L.9-10.2.b.
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	10	10WC1.2.
	11	11RL3.6.
	11	11WS1.2.
	11	11WS1.4.
	9	9WC1.1.
	9	9WC1.2.
	11	CCSS.ELA- Literacy.CCRA.SL.3
	9	CCSS.ELA- Literacy.CCRA.SL.3
	12	CCSS.ELA- Literacy.CCRA.SL.3

10	CCSS.ELA- Literacy.CCRA.SL.3
12	CCSS.ELA- Literacy.CCRA.W.4
9	CCSS.ELA- Literacy.CCRA.W.4
10	CCSS.ELA- Literacy.CCRA.W.4
11	CCSS.ELA- Literacy.CCRA.W.4
12	II.B.4.B.a.
11	II.B.4.B.a.
10	II.B.4.B.a.
9	II.B.4.B.a.
11	II.B.5.B.a.
10	II.B.5.B.a.
12	II.B.5.B.a.
9	II.B.5.B.a.
12	II.B.5.EM.a.
9	II.B.5.EM.a.
11	II.B.5.EM.a.
10	II.B.5.EM.a.
9	II.B.5.EX.a.
11	II.B.5.EX.a.
12	II.B.5.EX.a.
10	II.B.5.EX.a.
11	L.11-12.2.a.
12	L.11-12.2.a.
11	L.11-12.4.c.
12	L.11-12.4.c.
10	L.9-10.1.a.
9	L.9-10.1.a.
10	L.9-10.1.b.
9	L.9-10.1.b.
10	L.9-10.2.b.
9	L.9-10.2.b.
10	L.9-10.4.c.
9	L.9-10.4.c.
12	SL.11-12.1.d.
11	SL.11-12.1.d.
12	SL.11-12.3.
11	SL.11-12.3.
9	SL.9-10.1.d.
10	SL.9-10.1.d.
9	SL.9-10.3.
10	SL.9-10.3.
11	W.11-12.4.
12	W.11-12.4.
10	W.9-10.4.
9	W.9-10.4.

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9 9WC1.1.
 9 9WC1.2.
 9 CCSS.ELA-
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 9 CCSS.ELA-
 Literacy.CCRA.L.6
 9 II.B.4.B.a.
 9 II.B.5.B.a.
 9 II.B.5.EM.a.
 9 II.B.5.EX.a.
 9 L.9-10.1.a.
 9 L.9-10.1.b.
 9 L.9-10.2.a.
 9 L.9-10.6.

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11 11RC2.2.
 11 11RC2.3.
 11 11RC2.4.
 11 11WS1.1.
 11 11WS1.3.
 11 11WS1.9.
 12 CCSS.ELA-
 Literacy.CCRA.L.3
 11 CCSS.ELA-
 Literacy.CCRA.L.3
 12 CCSS.ELA-
 Literacy.CCRA.L.4
 11 CCSS.ELA-
 Literacy.CCRA.L.4
 11 CCSS.ELA-
 Literacy.CCRA.R.10
 12 CCSS.ELA-
 Literacy.CCRA.R.10
 12 CCSS.ELA-
 Literacy.CCRA.R.2
 11 CCSS.ELA-
 Literacy.CCRA.R.2
 12 CCSS.ELA-
 Literacy.CCRA.R.3
 11 CCSS.ELA-
 Literacy.CCRA.R.3
 11 CCSS.ELA-
 Literacy.CCRA.R.7
 12 CCSS.ELA-
 Literacy.CCRA.R.7
 12 CCSS.ELA-
 Literacy.CCRA.SL.3
 11 CCSS.ELA-
 Literacy.CCRA.SL.3
 12 CCSS.ELA-
 Literacy.CCRA.W.10

11	CCSS.ELA-Literacy.CCRA.W.10
11	CCSS.ELA-Literacy.CCRA.W.4
12	CCSS.ELA-Literacy.CCRA.W.4
12	CCSS.ELA-Literacy.CCRA.W.5
11	CCSS.ELA-Literacy.CCRA.W.5
11	I.B.6.B.c.
12	I.B.6.B.c.
11	I.B.6.EM.c.
12	I.B.6.EM.c.
11	I.B.6.EX.c.
12	I.B.6.EX.c.
12	II.A.2.EM.a.
11	II.A.2.EM.a.
11	II.B.4.B.a.
12	II.B.4.B.a.
11	II.B.4.EM.a.
12	II.B.4.EM.a.
11	II.B.4.EX.a.
12	II.B.4.EX.a.
12	II.B.5.B.a.
11	II.B.5.B.a.
12	II.B.5.EM.a.
11	II.B.5.EM.a.
12	II.B.5.EX.a.
11	II.B.5.EX.a.
12	L.11-12.4.a.
11	L.11-12.4.a.
12	L.11-12.4.d.
11	L.11-12.4.d.
12	L.11-12.6.
11	L.11-12.6.
11	RI.11-12.1.
12	RI.11-12.1.
11	RI.11-12.2.
12	RI.11-12.2.
12	SL.11-12.1.d.
11	SL.11-12.1.d.
12	SL.11-12.3.
11	SL.11-12.3.
11	W.11-12.10.
12	W.11-12.10.
11	W.11-12.2.d.
12	W.11-12.2.d.
11	W.11-12.4.
12	W.11-12.4.

	11	W.11-12.5.
	12	W.11-12.5.
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	10	10WC1.5.
	10	10WS1.4.
	10	10WS1.7.
	10	10WS1.9.
	11	11RL3.5.1.
	11	11RL3.6.
	11	11RL3.8.
	11	11WS1.1.
	11	11WS1.3.
	11	11WS1.9.
	9	9RL3.12.
	9	9WC1.5.
	9	9WS1.1.
	9	9WS1.4.
	9	9WS1.7.
	9	9WS1.9.
	12	CCSS.ELA-Literacy.CCRA.SL.3
	10	CCSS.ELA-Literacy.CCRA.SL.3
	9	CCSS.ELA-Literacy.CCRA.SL.3
	11	CCSS.ELA-Literacy.CCRA.SL.3
	10	CCSS.ELA-Literacy.CCRA.W.10
	12	CCSS.ELA-Literacy.CCRA.W.10
	11	CCSS.ELA-Literacy.CCRA.W.10
	9	CCSS.ELA-Literacy.CCRA.W.10
	9	CCSS.ELA-Literacy.CCRA.W.2
	12	CCSS.ELA-Literacy.CCRA.W.2
	11	CCSS.ELA-Literacy.CCRA.W.2
	10	CCSS.ELA-Literacy.CCRA.W.2
	11	CCSS.ELA-Literacy.CCRA.W.4
	12	CCSS.ELA-Literacy.CCRA.W.4
	9	CCSS.ELA-Literacy.CCRA.W.4

10	CCSS.ELA- Literacy.CCRA.W.4
9	CCSS.ELA- Literacy.CCRA.W.5
10	CCSS.ELA- Literacy.CCRA.W.5
12	CCSS.ELA- Literacy.CCRA.W.5
11	CCSS.ELA- Literacy.CCRA.W.5
9	CCSS.ELA- Literacy.CCRA.W.8
12	CCSS.ELA- Literacy.CCRA.W.8
10	CCSS.ELA- Literacy.CCRA.W.8
11	CCSS.ELA- Literacy.CCRA.W.8
11	CCSS.ELA- Literacy.CCRA.W.9
10	CCSS.ELA- Literacy.CCRA.W.9
9	CCSS.ELA- Literacy.CCRA.W.9
12	CCSS.ELA- Literacy.CCRA.W.9
10	I.B.7.B.a.
9	I.B.7.B.a.
12	I.B.7.B.a.
11	I.B.7.B.a.
9	I.B.7.EM.a.
11	I.B.7.EM.a.
12	I.B.7.EM.a.
10	I.B.7.EM.a.
10	I.B.7.EX.a.
9	I.B.7.EX.a.
12	I.B.7.EX.a.
11	I.B.7.EX.a.
12	I.C.10.B.a.
10	I.C.10.B.a.
11	I.C.10.B.a.
9	I.C.10.B.a.
10	I.C.10.B.b.
9	I.C.10.B.b.
12	I.C.10.B.b.
11	I.C.10.B.b.
9	I.C.10.EM.b.
12	I.C.10.EM.b.
10	I.C.10.EM.b.
11	I.C.10.EM.b.

9	I.C.10.EX.a.
10	I.C.10.EX.a.
12	I.C.10.EX.a.
11	I.C.10.EX.a.
10	I.C.10.EX.b.
12	I.C.10.EX.b.
11	I.C.10.EX.b.
9	I.C.10.EX.b.
10	I.C.12.B.a.
9	I.C.12.B.a.
12	I.C.12.B.a.
11	I.C.12.B.a.
11	I.C.12.EM.a.
10	I.C.12.EM.a.
12	I.C.12.EM.a.
9	I.C.12.EM.a.
11	I.C.12.EX.a.
10	I.C.12.EX.a.
12	I.C.12.EX.a.
9	I.C.12.EX.a.
11	II.A.1.B.a.
10	II.A.1.B.a.
12	II.A.1.B.a.
9	II.A.1.B.a.
10	II.A.1.EM.a.
9	II.A.1.EM.a.
11	II.A.1.EM.a.
12	II.A.1.EM.a.
10	II.A.1.EX.a.
11	II.A.1.EX.a.
12	II.A.1.EX.a.
9	II.A.1.EX.a.
9	II.A.2.B.a.
10	II.A.2.B.a.
12	II.A.2.B.a.
11	II.A.2.B.a.
12	L.11-12.6.
11	L.11-12.6.
10	L.9-10.3.a.
9	L.9-10.3.a.
9	L.9-10.6.
10	L.9-10.6.
11	RI.11-12.7.
12	RI.11-12.7.
12	SL.11-12.1.d.
11	SL.11-12.1.d.
11	SL.11-12.3.
12	SL.11-12.3.
9	SL.9-10.1.d.
10	SL.9-10.1.d.

10	SL.9-10.3.
9	SL.9-10.3.
12	W.11-12.10.
11	W.11-12.10.
12	W.11-12.2.a.
11	W.11-12.2.a.
11	W.11-12.2.b.
12	W.11-12.2.b.
12	W.11-12.2.c.
11	W.11-12.2.c.
11	W.11-12.2.d.
12	W.11-12.2.d.
12	W.11-12.2.f.
11	W.11-12.2.f.
12	W.11-12.4.
11	W.11-12.4.
11	W.11-12.5.
12	W.11-12.5.
12	W.11-12.8.
11	W.11-12.8.
10	W.9-10.10.
9	W.9-10.10.
9	W.9-10.2.a.
10	W.9-10.2.a.
10	W.9-10.2.b.
9	W.9-10.2.b.
10	W.9-10.2.c.
9	W.9-10.2.c.
9	W.9-10.2.d.
10	W.9-10.2.d.
10	W.9-10.2.e.
9	W.9-10.2.f.
10	W.9-10.2.f.
9	W.9-10.4.
10	W.9-10.4.
9	W.9-10.5.
10	W.9-10.5.
10	W.9-10.8.
9	W.9-10.8.