



## Grades 11-12 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
11-12.RC.1	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)	11-12.RL.2.1	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
		11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
11-12.RC.2	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.	11-12.RL.2.2	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

2023-2020 Indiana Academics Standards Correlation Guide: Grades 11-12 English/Language Arts

<b>11-12.RC.3</b>	Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. (E)	<b>11-12.RL.3.1</b>	Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.
<b>11-12.RC.4</b>	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	<b>11-12.RL.4.2</b>	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
<b>11-12.RC.5</b>	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (E)	<b>11-12.RN.2.2</b>	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
<b>11-12.RC.6</b>	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.	<b>11-12.RN.2.3</b>	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, or individuals develop throughout the text.
<b>11-12.RC.7</b>	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)	<b>11-12.RN.3.3</b>	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.

2023-2020 Indiana Academics Standards Correlation Guide: Grades 11-12 English/Language Arts

<b>11-12.RC.8</b>	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	<b>11-12.RN.4.1</b>	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
<b>11-12.RC.9</b>	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	<b>11-12.RN.4.2</b>	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
<b>11-12.RC.10</b>	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	<b>11-12.RN.4.3</b>	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
<b>11-12.RC.11</b>	Use context to determine or clarify the meaning of words and phrases.	<b>11-12.RV.2.1</b>	Use context to determine or clarify the meaning of words and phrases.
<b>11-12.RC.12</b>	Analyze nuances in the meaning of words with similar denotations.	<b>11-12.RV.2.3</b>	Analyze nuances in the meaning of words with similar denotations.
<b>11-12.RC.13</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<b>11-12.RV.3.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g.,imagery, allegory, and symbolism) on meaning and tone (e.g.,how the language evokes a sense of time and place; how it sets a formal or informal tone).

2023-2020 Indiana Academics Standards Correlation Guide: Grades 11-12 English/Language Arts

<p><b>11-12.RC.14</b></p>	<p>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)</p>	<p><b>11-12.RV.3.2</b></p>	<p>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.</p>
		<p><b>11-12.RL.2.3</b></p>	<p>Analyze how the author's choices impact character development over the course of a text (e.g., how the characters are introduced and developed).</p>
		<p><b>11-12.RL.2.4</b></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>
		<p><b>11-12.RL.3.2</b></p>	<p>Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.</p>
		<p><b>11-12.RL.4.1</b></p>	<p>Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or depart from the text or script, and analyze the impact of the interpretations on the audience.</p>

		<b>11-12.RN.3.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
		<b>11-12.RN.3.2</b>	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
		<b>11-12.RV.2.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.</i>
		<b>11-12.RV.2.4</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
		<b>11-12.RV.2.5</b>	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
		<b>11-12.RV.3.3</b>	Interpret figures of speech in context and analyze their role in the text.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Writing		Domain: Writing	
Number	Text	Number	Text
<b>11-12.W.1</b>	<p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>d. Use effective and varied transitions as well as varied syntax 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.</li> <li>e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.</li> <li>f. Provide a concluding statement or section</li> </ul>	<b>11-12.W.3.1</b>	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Use rhetorical strategies to enhance the effectiveness of the claim</li> <li>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>d. Use effective and varied transitions as well as varied syntax 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.</li> <li>e. Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>f. Provide a concluding statement or section</li> </ul>

	that follows and supports the argument presented. (E)		that follows from and supports the argument presented.
<b>11-12.W.2</b>	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>e. Establish and maintain a style appropriate for the purpose and audience.</li> <li>f. Provide a concluding statement or section that follows and supports the information or</li> </ul>	<b>11-12.W.3.2</b>	<p>Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>e. Establish and maintain a style appropriate to the purpose and audience.</li> <li>f. Provide a concluding statement or section that follows from and supports the</li> </ul>

	<p>explanation presented (e.g., articulating implications or the significance of the topic). (E)</p>		<p>information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><b>11-12.W.3</b></p>	<p>Write narrative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</li> <li>b. Create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</li> <li>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</li> </ul>	<p><b>11-12.W.3.3</b></p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</li> <li>b. Create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</li> <li>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>



<p><b>11-12.W.4</b></p>	<p>Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative:</p> <ul style="list-style-type: none"> <li>a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</li> <li>b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ul>	<p><b>11-12.W.4</b></p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative–</p> <ul style="list-style-type: none"> <li>a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</li> <li>b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ul>
<p><b>11-12.W.5</b></p>	<p>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>a. Formulate an inquiry question and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>c. Assess the strengths and limitations of each</li> </ul>	<p><b>11-12.W.5</b></p>	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</p> <ul style="list-style-type: none"> <li>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>c. Assess the strengths and limitations of each</li> </ul>

	<p>source in terms of the task, purpose, and audience.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats. (E)</p>		<p>source in terms of the task, purpose, and audience.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>
		<p><b>11-12.W.2</b></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
		<p><b>11-12.W.6.1</b></p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. <i>Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 6</i></p> <ul style="list-style-type: none"> <li>● <i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i></li> </ul> <p>b. <i>Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10</i></p>

			<ul style="list-style-type: none"> <li>● <i>Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</i></li> </ul> <p>c. <i>Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</i></p> <ul style="list-style-type: none"> <li>● <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</i></li> </ul> <p>d. <i>Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7</i></p> <ul style="list-style-type: none"> <li>● <i>Recognizing and correcting misplaced and dangling modifiers.</i></li> </ul> <p>e. <i>Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10</i></p> <ul style="list-style-type: none"> <li>● <i>Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</i></li> </ul>
		<p><b>11-12.W.6.2</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. <i>Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of</i></p>

		<p><i>Mastery: 5</i></p> <ul style="list-style-type: none"> <li>• <i>Applying correct usage of capitalization in writing.</i></li> </ul> <p><i>b. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10</i></p> <ul style="list-style-type: none"> <li>• <i>Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</i></li> </ul> <p><i>c. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</i></p> <ul style="list-style-type: none"> <li>• <i>Applying correct spelling patterns and generalizations in writing.</i></li> </ul>	
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Communication and Collaboration</b>		<b>Domains: Speaking &amp; Listening and Media Literacy</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>11-12.CC.1</b>	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	<b>11-12.SL.2.1</b>	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.
<b>11-12.CC.2</b>	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	<b>11-12.SL.2.2</b>	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.

2023-2020 Indiana Academics Standards Correlation Guide: Grades 11-12 English/Language Arts

<p><b>11-12.CC.3</b></p>	<p>Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><b>11-12.SL.2.4</b></p>	<p>Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p><b>11-12.CC.4</b></p>	<p>Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)</p>	<p><b>11-12.SL.2.5</b></p>	<p>Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><b>11-12.CC.5</b></p>	<p>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)</p>	<p><b>11-12.SL.3.2</b></p>	<p>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.</p>
<p><b>11-12.CC.6</b></p>	<p>Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.</p>	<p><b>11-12.SL.4.1</b></p>	<p>Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.</p>
<p><b>11-12.CC.7</b></p>	<p>Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)</p>	<p><b>11-12.SL.4.2</b></p>	<p>Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence.</p>

2023-2020 Indiana Academics Standards Correlation Guide: Grades 11-12 English/Language Arts

<b>11-12.CC.8</b>	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	<b>11-12.ML.2.2</b>	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.
		<b>11-12.SL.2.3</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
		<b>11-12.SL.3.1</b>	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
		<b>11-12.SL.4.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.</i>
		<b>11-12.ML.2.1</b>	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.