

**Mississippi
Curriculum Matrix for English Language Arts**

Mississippi English Language Arts Competencies/Objectives English II	National Essential Skills Study (NESS)		SATP Test Grade 11	Curriculum Survey	Priority
	Rank				
1. The student will develop and apply expansive knowledge of words and word meanings to communicate.					
a. The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.(DOK 2)	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	M	M	H
b. The student will analyze author’s (or authors)’ uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	M	M	M
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
c. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose. (DOK 3)	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.	M	M	M
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			

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d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text. (DOK 3)	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	M	M	M
2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.					
a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	M	H
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
b. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.	H	M	M
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			