

## Texas Curriculum Matrix for English Language Arts

Texas English Language Arts Strands/Learning Standards English I	National Essential Skills Study (NESS) Rankings		TAKS	NESS	Priority
	Rank				
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	L	H	M
<b>(2) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) analyze how the genre of texts with similar themes shapes meaning;	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E41	Assess the significance and importance of themes in literary text.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
<b>(12) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.	L	M	M
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			