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# Preface

The *Mississippi SATP English II Revised Multiple Choice Student Review Guide* for *Vocabulary/Reading* is written to help students review the skills needed to pass the English II Multiple Choice end-of-course test in Mississippi. This comprehensive guide covers the required vocabulary and reading skills (Competencies 1 and 2) as given in the 2006 Mississippi English II Framework (Revised) Competencies specified by the Mississippi State Department of Education.

## How To Use This Book

### Students:

The English II end-of-course test is required for graduation. You must pass a multiple-choice exam that tests vocabulary, reading, writing, and grammar, and you must pass a writing test. This book is a review for Part I of the multiple-choice portion of the English II test that covers Vocabulary and Reading skills.

- ① Take the pre-test. This Vocabulary/Reading pre-test covers vocabulary and reading competencies as they will be tested on the end-of-course test (competencies 1 and 2). This pre-test is designed to identify areas that you need to review.
- ② Score the pre-test. Using the pre-test evaluation chart, circle the questions that you answered incorrectly.
- ③ For each question that you missed on the pre-test, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review test at the end of each section.
- ④ After reviewing the skills, take the two practice tests, which are found in the separate test booklets. These practice tests are written to look similar to the actual English II multiple-choice end-of-course test; therefore, they will give you practice in taking the test.
- ⑤ After taking Practice Test 1 and/or Practice Test 2, use the practice test evaluation charts, which are found directly after each practice test, to identify areas for further review and practice. The practice test evaluation charts can be used in the same way as the pre-test evaluation chart.

### Teachers:

This review guide is also intended to save you, the teacher, time in the classroom. It can be used for classroom instruction or for individual student review. Since this student guide offers review for ALL of the vocabulary and reading skills specified in the Mississippi Curriculum Framework for the English II course, you have one consolidated resource of material to help your students prepare for that portion of the end-of-course exam.

- ① When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-test, students can identify areas that need improvement. The pre-test evaluation chart directs the student to the sections they need to review for instruction and additional practice.
- ② For classroom study, use this guide to supplement lesson plans and to give additional review for skills required by the English II Framework Competencies. Purchase a class set of guides for use in the classroom or assign guides to students for out-of-classroom work.
- ③ Assign the practice tests as comprehensive review tests. Note, the practice tests are bound in separate booklets for your convenience.
- ④ Use the practice test evaluation charts found after each practice test to identify areas needing further review.
- ⑤ To establish benchmarks, you may want to use one of the practice tests as a pre-test. Then, after the students have completed all the exercises in the workbook, use the second practice test to gauge progress. You should see marked improvement between the initial and final benchmarks.
- ⑥ Please **DO NOT** photocopy materials from these guides. These guides are intended to be used as student workbooks, and individual pages should not be duplicated by any means without permission from the copyright holder. To purchase additional or specialized copies of sections in this book, please contact the publisher at 1-800-745-4706.

# Competency Correlation Chart (Teacher's Edition)

The chart below correlates each English II Framework Competency for Vocabulary and Reading (as specified by the Mississippi State Department of Education) to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Pretest and Practice Test columns give the question number(s) in that test that correlates to each competency. The number in parentheses after the framework competency indicates the maximum depth of knowledge (DOK), and the number in parentheses after each pre-test and practice test question number indicates the DOK for that question. (The Mississippi State Department of Education specifies that no less than 50% of the test questions on the actual test will be at the maximum DOK level.)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
1a (2) The student will analyze the relationships of pairs of words in analogical statements . . . and infer word meanings from these relationships.	Subsection 5.5	1(1), 23(2), 31(2)	2(1)	1(2)
1b (3) The student will analyze author's use of figurative language . . . in multiple texts in creation of setting, tone, atmosphere, characterization, and mood	Sections 7 and 8	8(3), 20(3), 25(3)	10(3), 18(3)	32(3), 35(3)
1c (3) The student will analyze word choice and diction, including formal and informal language, to determine author's purpose.	Subsections 5.2, 5.3, and 5.4	2(3), 9(2), 11(2), 21(3), 36(2)	9(2), 16(3)	26(2), 30(2), 33(2)
1d (3) The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text.	Subsections 5.1 and 5.4	10(2), 15(2), 28(2)	21(2), 30(2)	34(2)
2a (2) The student will apply understanding of text features . . . to verify, support, or clarify meaning.	Section 6	4(2), 14(2), 30(2) 35(2), 38(2)	25(2), 28(2), 33(2) 35(2)	6(2), 11(2), 23(2) 25(2), 28(2)
2b (3) The student will recognize text structures . . . and analyze their effect on theme, author's purpose, etc.	Section 3 Subsection 9.4	5(2), 17(2), 27(2) 34(2)	4(2), 13(2), 27(2) 32(2)	5(2), 9(2), 13(2) 16(2)
2c (3) The student will make inferences based on textual evident of details, organization, and language to predict, draw conclusions, or determine author's purpose.	Section 4	3(2), 12(3), 16(2) 18(3)	3(2), 8(2), 11(2), 12(3), 14(2), 20(2) 34(2)	3(2), 4(2), 15(2) 24(2), 27(2), 31(2)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
2d (3) The student will analyze or evaluate texts to synthesis responses for summary, précis, explication, etc.	Section 2	6(2), 19(3), 37(2)	6(2), 22(2), 26(2) 31(2)	10(2), 12(2), 20(2) 22(3)
2e (3) The student will analyze . . . literary elements in multiple texts from a variety of genres and media for their effect on meaning . . .	Sections 7 and 9	13(2), 22(3), 26(3) 29(2), 33(3)	1(2), 5(3), 15(3) 19(2), 24(2)	2(2), 7(2), 14(2) 17(3), 21(3)
2f (2) The student will distinguish fact from opinion in different media.	Section 1	24(1), 32(1), 39(2)	17(1), 23(2)	8(3), 18(1)
2g (3) The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries . . . to produce or present a summary of findings from multiple sources.	Subsections 2.1 and 2.4	7(3), 40(3)	7(3), 29(3)	19(3), 29(3)