

**Maine
Career and Technical Education Matrix for Reading and Writing**

The “✓” designations in the columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of an “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction and teachers should make decisions based on their own instructional goals, best judgments and student interests.

Maine English Language Arts Clusters/Standards/ Learning Indicators Secondary	National Essential Skills Study Rank	MHSA	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
			Food Products & Processing Systems	Agribusiness Systems	Power, Structural & Technical Systems	Environmental Service Systems	Plant Systems	Natural Resource Systems	Animal Systems	Design/ Pre-Construction	Construction	Maintenance/ Operations	Performing Arts	Visual Arts	Printing Technology	Journalism & Broadcasting	A/V Technology & Film	Telecommunications
Cluster 1: Reading and Viewing																		
Standard A: Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:																		
1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	E2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	E23		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Identify the author's purpose and analyze the effects of that purpose on the text.	E37		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Identify the author's point of view and analyze the effects of that point of view on the text.	E37		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.	E37		✓			✓		✓		✓			✓			✓		
6. Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.	E5		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Use the context of a work to determine the meanings of abbreviations and acronyms.	E5		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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8. Find the meaning of relatively uncommon technical terms used in informational texts.	E4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9. Identify the philosophical assumptions and basic beliefs underlying a particular text.	E23		✓			✓			✓				✓			✓		
10. Analyze how the cultural context of a literary work is evident in the text.	E23									✓			✓			✓		
11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	E6 E9 E22		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Standard B. Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:																		
1. Distinguish between the purpose of a literary work and the personal response of an individual reader.	E30 E37													✓			✓	
2. Identify the simple and complex actions and interactions involving main and subordinate characters in a work.	E2 E37													✓			✓	
3. Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.	E23													✓			✓	
4. Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.	E37													✓			✓	
5. Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).	E37 E44													✓			✓	