

**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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| | | | 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 |
| 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 | | | | | | | | | | | | ✓ | | | ✓ | | |