

**Michigan
Career and Technical Education Matrix for English Language Arts**

The “✓” designations in the program 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.

Michigan English Language Arts Strands/High School Content Expectations	National Essential Skills Study (NESS)	Rank	MME	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
STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION																		
Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.																		
STANDARD 1.1 Understand and practice writing as a recursive process.																		
CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	E4 E6 E7 E9 E22	M		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓
CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	E4 E6	M		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓
CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	E8 E9 E18 E45	M		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓

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CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	E1 E7 E26 E45	M	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓
CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.	E4 E7	M	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓
CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	E1 E7	M	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓
CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	E1 E4 E7	M	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓
CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	E1 E4 E7	M	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓
STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.																		
CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.	E10 E31 E35	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓