

**Oklahoma  
Career and Technical Education Matrix for 2007**

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.

Oklahoma Language Arts Priority Academic Student Skills Strands/Standards/Objectives English II	National Essential Skills Study  Rank	End of Instruction (EOI) (Reading)	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
<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>																	
<b>Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.</b> Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.																	
1. Apply a knowledge of Greek (e.g.; tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	E4 E5	H	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
*2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	E4 E5	L	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	E4 E5	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.	E4 E39	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	E4 E5	H	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓

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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
<b>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</b> Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) tests.																	
1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language). c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning). d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).	E2 E13 E37	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Inferences and Interpretation a. Use elements of the text to defend responses and interpretations. b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience. *c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).	E9 E23 E37	H											✓		✓		