

Washington

Career and Technical Education Curriculum Matrix for English Language Arts

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.

Washington Reading Essential Academic Learning Requirements/ Components/Grade Level Expectations Grade 9/10	National Essential Skills Study (NESS) Rank	WASL Grade 10	Agriculture & Natural Resources				Architecture & Construction			Arts, AV Tech & Communications		
			Ag Production	Ag Services (Ag Business)	Ag Mechanics	Natural Resources	Architecture	Surveying & Drafting	Construction	Visual Arts & Design	Performing Arts	Communications
• 1.2.2 Apply strategies to comprehend words and ideas.	E5 E31	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• 1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. [W]	E5	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• 2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme, main idea</u> , and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u> . [W]	E2 E37	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• 2.1.4 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: use <u>prior knowledge</u> .	E3	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• 2.1.5 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make <u>predictions</u> and <u>inferences</u> . [W]	E2	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• 2.1.6 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.	E2	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<ul style="list-style-type: none"> 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. W 	E2	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>2.2.3 Analyze story elements. W</p> <ul style="list-style-type: none"> Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem). Compare/contrast how recurring themes are treated by diverse authors or in different genres. Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution). 	E37	H										
<p>2.2.4 Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use previously taught organizational structures (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, problem/solution, episodic, and generalization/principle</i>) to aid comprehension. Independently apply understanding of text structure to the acquisition, organization, and application of information. 	E22	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓