

Hawaii 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.

Hawaii English Language Arts Standards/Benchmarks Grade 9	National Essential Skills Study (NESS) Ranking	HSA Test HCPS III	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	
Strand: Reading													
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes													
Topic: Vocabulary and Concept Development													
Benchmark LA.9.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	E5	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Topic: Locating Sources/ Gathering Information													
Benchmark LA.9.1.2 Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	E7 E26	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts													
Topic: Constructing Meaning													
Benchmark LA.9.2.1 Use annotation methods to identify organizational patterns and to make inferences while reading	E2 E5	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Benchmark LA.9.2.2 Analyze questions not answered by a selected text	E30 E32	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical													
Topic: Interpretive Stance													
Benchmark LA.9.3.1 Use textual evidence (e.g., knowledge of rhetorical and literary devices) to interpret and draw conclusions about literature	E2 E30 E37	H										✓	✓

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Topic: Critical Stance												
Benchmark LA.9.3.2 Explain how historical and cultural information enriches the interpretation of a text	E23	H	✓	✓	✓	✓	✓	✓	✓		✓	✓
Topic: Literary Elements												
Benchmark LA.9.3.3 Analyze the way literary elements and forms are used in prose and poetry	E37 E44	H									✓	✓
Topic: Personal Connection												
Benchmark LA.9.3.4 Explain how literature can deepen and broaden personal experiences and give insight into problems or issues	NA	H									✓	✓
Strand: Writing												
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms												
Topic: Range of Writing												
Benchmark LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays • research papers that state and support a thesis • functional writing including forms, applications, and questionnaires • pieces to reflect on learning and to solve problems 	E7 E14 E20 E25 E33 E45	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓