

Indiana
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.

Indiana Language Arts Literacy Standards/Strands/ Learning Expectations Grade 9	National Essential Skills Study (NESS) Rank	ISTEP+ Grade 10	Government & Public Administration						Health Science					Hospitality & Tourism			Human Services						
			Governance	National Security	Foreign Service	Planning	Revenue and Taxation	Regulation	Public Mgmt. & Admin.	Therapeutic Services	Diagnostic Services	Health Informatics	Support Services	Biotechnology Research & Development	Restaurant & Food/ Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions	Early Childhood Development & Services	Counseling & Mental Health Services	Family & Community Services	Personal Care Services	Consumer Services
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.																							
Vocabulary and Concept Development																							
9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.	E5	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.	E5	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.1.3 Use knowledge of mythology (Greek, Roman, and others mythologies) to understand the origin and meaning of new words.	E5 E23	M	✓	✓	✓					✓	✓		✓							✓			

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Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.																							
Structural Features of Informational and Technical Materials																							
9.2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	E20 E25	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents, such as consumer, government, workplace and others.	E27	L*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text																							
9.2.3 Generate relevant questions about readings on issues or topics that can be researched.	E6	L*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	E24	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓				
9.2.5 Demonstrate use of technology by following directions in technical manuals.	E32	L*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.2.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	E13	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓