

**Montana**  
**Career and Technical Education Matrix for Communication 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.

<b>Montana Communication Arts Content Standards/Benchmarks Grade 10</b>	<b>National Essential Skills Study (NESS)  Rank</b>	<b>MontCAS</b>	<b>Agriculture, Food &amp; Natural Resources</b>							<b>Architecture &amp; Construction</b>			<b>Arts, A/V Technology &amp; Communications</b>					
			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	Telecommunications
<b>READING</b>																		
1. Make predictions and describe inferences and connections within material and between new material and previous information/experiences.	E2 E23	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.	E24 E29	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one’s life and role in society.	E10 E23 E25	H	✓							✓	✓		✓	✓	✓	✓	✓	✓
2. Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).	E37	H											✓			✓		
3. Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).	E37 E38	H											✓			✓		
4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).	E12 E31 E22	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Montana Communication Arts Content Standards/Benchmarks Grade 10	National Essential Skills Study (NESS) Rank	MontCAS	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	Telecommunications
5. Adjust fluency, rate, and style of reading to content and purpose of the material.	E48	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.	E4 E5	H	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	
7. Use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate.	E5	H	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	
8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.	E2 E10	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Reading Content Standard 3 - Students set goals, monitor, and evaluate their progress in reading.</b>																		
<b>When reading, students will:</b>																		
1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.	E10	L																
2. Analyze reading successes and attainment of reading goals.	E10	L											✓			✓		
3. Select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.	E30	L											✓			✓		
<b>Reading Content Standard 4 - Students select, read, and respond to print and nonprint material for a variety of purposes.</b>																		
<b>When reading, students will:</b>																		
1. Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).	E2	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	