

# Colorado

## Career and Technical Education Curriculum Matrix for Reading and Writing

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.

Colorado Reading and Writing Standards/Benchmarks/ Assessment Objectives Grade 9	National Essential Skills Study (NESS)  Rank	CSAP	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
<b>Standard 1- Students read and understand a variety of materials.</b>												
<b>Benchmark-</b> Using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above.												
<i>Assessment Objectives:</i>												
a. Compare and contrast text with different themes or ideas.	E2	L	✓	✓		✓	✓					✓
b. Summarize, synthesize, and evaluate information from a variety of text and genre (for example, documents, speeches, technical texts, web pages, and memoirs).	E2 E24	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c. Analyze main idea and supporting details in a variety of text and genre.	E2	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
d. Infer by making connections within and among texts.	E2 E5	H	✓	✓		✓	✓				✓	✓
e. Sequence events, procedures and ideas.	E2	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
f. Locate and recall information in different text structures (for example, cause and effect, problem/solution, compare/contrast).	E2	H	✓	✓		✓	✓					✓
g. Determine meanings of words, including those with multiple meanings, by using context clues (for example, synonyms, comparisons) and structural clues (for example, roots, suffixes, prefixes).	E5	H	✓	✓		✓	✓					✓

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<b>Standard 2- Students write and speak for a variety of purposes and audiences.</b>												
<b>Benchmarks-</b> Using fictional, dramatic, and poetic techniques in writing; • Conveying technical information in a written form appropriate to the audience; • Supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing; • Incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking; • Selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy; • Writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and • Experimenting with stylistic elements such as voice, tone, and style.												
<i>Assessment Objectives:</i>												
a. Write in a variety of genres such as editorials, personal narratives, essays, stories, and letters for specific purposes (for example, to analyze, to evaluate, to entertain, to persuade, to inform, or to explain).	E7 E9 E25	H	✓	✓		✓	✓					✓
b1. Organize writing using a variety of text structures (for example, compare/contrast or problem/solution).	E9	H	✓	✓		✓	✓					✓
b2. Organize writing so that it has an engaging introduction, development of ideas, and purposeful conclusion.	E9	H	✓	✓		✓	✓					✓
c. Use vivid and precise language and imagery as appropriate to audience and purpose.	E11 E14 E44	H	✓	✓		✓	✓					✓
d. Plan, draft, revise, and edit for a legible final copy.	E4 E6 E7 E45	M	✓	✓		✓	✓					✓
e. Write in format (for example, letters, lab reports, business communications, summaries and essays) and voice appropriate to purpose and audience.	E9 E20 E22	L	✓	✓		✓	✓					✓
f. Vary sentence structure and length to enhance meaning, clarity, and fluency.	E1 E28	H	✓	✓		✓	✓					✓
g. Develop main ideas and content with relevant support and explanation in response to a prompt.	E9	H	✓	✓		✓	✓					✓