

# Louisiana

## 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.

Standards/ Grade-level Expectations/ Benchmark References Grade 9	National Essential Skills Study (NESS)  Rank	iLEAP	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
<b>Reading and Responding</b>											
<b>Standard: 1.</b> Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.											
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> <li>• use of knowledge of Greek and Latin roots and affixes</li> <li>• use of denotative and connotative meanings</li> <li>• tracing etymology (ELA-1-H1)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• the author’s use of direct and indirect characterization</li> <li>• the author’s pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader</li> <li>• the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)</li> </ul>	E37 E43 E44	M									

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3. Identify and explain the significance of literary devices, including: <ul style="list-style-type: none"> <li>• mixed metaphors</li> <li>• imagery</li> <li>• symbolism</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• sarcasm/irony</li> <li>• implied metaphors</li> <li>• oxymoron (ELA-1-H2)</li> </ul>	E37 E38 E43 E44	M									
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including: <ul style="list-style-type: none"> <li>• nonfiction works</li> <li>• short stories/novels</li> <li>• five-act plays</li> <li>• poetry/epics</li> <li>• film/visual texts</li> <li>• consumer/instructional materials</li> <li>• public documents (ELA-1-H3)</li> </ul>	E20 E22 E28 E45	M	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	E23	M	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Standard: 6.</b> Students read, analyze, and respond to literature as a record of life experiences.											
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	E23	M									

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7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)	E23 E24	M									
8. Identify and explain recurrent themes in world literature (ELA-6-H2)	E41	L									
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including: <ul style="list-style-type: none"> <li>essays by early and modern writers</li> <li>epic poetry such as <i>The Odyssey</i></li> <li>forms of lyric and narrative poetry such as ballads and sonnets</li> <li>drama, including ancient, Renaissance, and modern</li> <li>short stories and novels</li> <li>biographies and autobiographies (ELA-6-H3)</li> </ul>	E37 E44 E47	M									
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example: <ul style="list-style-type: none"> <li>an essay expresses a point of view</li> <li>a legend chronicles the life of a cultural hero</li> <li>a short story or novel provides a vicarious life experience (ELA-6-H4)</li> </ul>	E23 E37	M									

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<b>Standard: 7.</b> Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.											
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>summarizing and paraphrasing information and story elements</li> <li>comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information</li> <li>comparing and contrasting complex literary elements, devices, and ideas within and across texts</li> <li>examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</li> <li>making inferences and drawing conclusions</li> <li>making predictions and generalizations (ELA-7-H1)</li> </ul>	E13 E22 E24 E30	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> <li>using supporting evidence to verify solutions</li> <li>analyzing the relationships between prior knowledge and life experiences and information in texts</li> <li>using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)</li> </ul>	E15 E23	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)	E24 E41	M									

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14. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> <li>raising questions</li> <li>reasoning inductively and deductively</li> <li>generating a theory or hypothesis</li> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	E2 E22	H	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Writing</b>											
<b>Standard: 2.</b> Students write competently for a variety of purposes and audiences.											
15. Develop organized, coherent paragraphs that include the following: <ul style="list-style-type: none"> <li>topic sentences</li> <li>logical sequence</li> <li>transitional words and phrases</li> <li>appropriate closing sentences</li> <li>parallel construction where appropriate (ELA-2-H1)</li> </ul>	E1 E6	H	✓	✓	✓	✓	✓	✓	✓	✓	
16. Develop multiparagraph compositions organized with the following: <ul style="list-style-type: none"> <li>a clearly stated central idea or thesis statement</li> <li>a clear, overall structure that includes an introduction, a body, and an appropriate conclusion</li> <li>supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> <li>transitional words and phrases that unify throughout (ELA-2-H1)</li> </ul>	E22	M	✓	✓	✓	✓	✓	✓	✓	✓	

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17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> <li>word choices appropriate to the identified audience and/or purpose</li> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> <li>information/ideas selected to engage the interest of the reader</li> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	E22 E25 E28	M	✓	✓	✓	✓	✓	✓	✓	✓	
18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> <li>selecting topic and form (e.g., determining a purpose and audience)</li> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>drafting</li> <li>conferencing (e.g., peer and teacher)</li> <li>revising for content and structure based on feedback</li> <li>proofreading/editing to improve conventions of language</li> <li>publishing using technology (ELA-2-H3)</li> </ul>	E4 E6 E10 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	E22 E25 E28 E33	M	✓	✓	✓	✓	✓	✓	✓	✓	

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20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including: <ul style="list-style-type: none"> <li>literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony</li> <li>vocabulary and phrasing that reflect an individual character (voice)</li> <li>a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)</li> </ul>	E1 E38 E43 E45	H									
21. Write for various purposes, including: <ul style="list-style-type: none"> <li>formal and business letters, such as letters of complaint and requests for information</li> <li>letters to the editor</li> <li>job applications</li> <li>text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)</li> </ul>	E20	M	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing/Proofreading</b>											
<b>Standard: 3.</b> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.											
22. Apply standard rules of sentence formation, avoiding common errors, such as: <ul style="list-style-type: none"> <li>fragments</li> <li>run-on sentences</li> <li>syntax problems (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

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23. Apply standard rules of usage, including: <ul style="list-style-type: none"> <li>• making subjects and verbs agree</li> <li>• using verbs in appropriate tenses</li> <li>• making pronouns agree with antecedents</li> <li>• using pronouns appropriately in nominative, objective, and possessive cases</li> <li>• using adjectives in comparative and superlative degrees and adverbs correctly</li> <li>• avoiding double negatives</li> <li>• using all parts of speech appropriately (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	
24. Apply standard rules of mechanics, including: <ul style="list-style-type: none"> <li>• using commas to set off appositives or parenthetical phrases</li> <li>• using quotation marks to set off titles of short works</li> <li>• using colons preceding a list and after a salutation in a business letter</li> <li>• using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	E1 E5	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	E4	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<b>Speaking and Listening</b>											
<b>Standard: 4.</b> Students demonstrate competence in speaking and listening as tools for learning and communicating.											
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	E8 E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
28. Select language appropriate to specific purposes and audiences when speaking, including: <ul style="list-style-type: none"> <li>delivering informational/book reports in class</li> <li>conducting interviews/surveys of classmates or the general public</li> <li>participating in class discussions (ELA-4-H1)</li> </ul>	E8 E10 E40	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including: <ul style="list-style-type: none"> <li>taking accurate notes</li> <li>writing summaries or responses</li> <li>forming groups (ELA-4-H2)</li> </ul>	E10 E34	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	E11	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
31. Deliver oral presentations that include the following: <ul style="list-style-type: none"> <li>phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response</li> <li>language choices selected to suit the content and context</li> <li>an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)</li> </ul>	E8 E10 E18	L	✓	✓	✓	✓	✓	✓	✓	✓	✓

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32. Use active listening strategies, including: <ul style="list-style-type: none"> <li>monitoring messages for clarity</li> <li>selecting and organizing essential information</li> <li>noting cues such as changes in pace</li> <li>generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)</li> </ul>	E10 E16	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)	E11	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
34. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> <li>summarizing the coverage of a media event</li> <li>comparing messages from different media (ELA-4-H5)</li> </ul>	E21 E22	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	
35. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>identifying the strengths and talents of other participants</li> <li>acting as facilitator, recorder, leader, listener, or mediator</li> <li>evaluating the effectiveness of participant's performance (ELA-4-H6)</li> </ul>	E10	L	✓		✓	✓	✓	✓	✓	✓	✓	

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<b>Information Resources</b>											
<b>Standard: 5.</b> Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.											
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including: <ul style="list-style-type: none"> <li>print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> <li>electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul>	E4 E12 E15 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> <li>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> <li>electronic sources (e.g., Web sites, databases)</li> <li>other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)</li> </ul>	E12 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)	E21	M	✓	✓	✓	✓	✓	✓	✓	✓	✓

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39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including: <ul style="list-style-type: none"> <li>formulating clear research questions</li> <li>gathering evidence from primary and secondary sources</li> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)</li> </ul>	E6 E31 E41	H	✓	✓	✓	✓	✓	✓	✓	✓	
40. Write a variety of research reports, which include the following: <ul style="list-style-type: none"> <li>research supporting the main ideas</li> <li>facts, details, examples, and explanations from sources</li> <li>graphics when appropriate</li> <li>complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)</li> </ul>	E2 E27 E31	H	✓	✓	✓	✓	✓	✓	✓	✓	
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	E15 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	

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42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including: <ul style="list-style-type: none"> <li>• using parenthetical documentation to integrate quotes and citations</li> <li>• preparing bibliographies and/or works cited list (ELA-5-H5)</li> </ul>	E27	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	E31	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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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.

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
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<b>Reading and Responding</b>											
<b>Standard: 1.</b> Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.											
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> <li>• use of knowledge of Greek and Latin roots and affixes</li> <li>• use of denotative and connotative meanings</li> <li>• tracing etymology (ELA-1-H1)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Analyze the development of story elements, including: <ul style="list-style-type: none"> <li>• characterization</li> <li>• plot and subplot(s)</li> <li>• theme</li> <li>• mood/atmosphere (ELA-1-H2)</li> </ul>	E37 E41	M									

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3. Analyze the significance within a context of literary devices, including: <ul style="list-style-type: none"> <li>• imagery</li> <li>• symbolism</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• irony, ambiguity, contradiction</li> <li>• allegory</li> <li>• tone</li> <li>• dead metaphor</li> <li>• personification, including pathetic fallacy (ELA-1-H2)</li> </ul>	E37 E38 E44	M									
4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including: <ul style="list-style-type: none"> <li>• short stories/novels</li> <li>• nonfiction works</li> <li>• five-act plays</li> <li>• poetry/epics</li> <li>• film/visual texts</li> <li>• consumer/instructional materials</li> <li>• public documents (ELA-1-H3)</li> </ul>	E2 E20 E21	H	✓	✓	✓	✓	✓	✓	✓	✓	
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	E5 E23	H	✓	✓	✓	✓	✓	✓	✓	✓	

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<b>Standard: 6.</b> Students read, analyze, and respond to literature as a record of life experiences.											
6. Compare and/or contrast cultural elements including a group’s history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	E22	M									
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	E23	M									
8. Analyze recurrent themes in world literature (ELA-6-H2)	E41	L									
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including: <ul style="list-style-type: none"> <li>essays by early and modern writers</li> <li>lyric, narrative, and dramatic poetry</li> <li>drama, including ancient, Renaissance, and modern</li> <li>short stories, novellas, and novels</li> <li>biographies and autobiographies</li> <li>speeches (ELA-6-H3)</li> </ul>	E37 E41	M									
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example: <ul style="list-style-type: none"> <li>an essay expresses a point of view</li> <li>a legend chronicles the life of a cultural hero</li> <li>a short story or novel provides a vicarious life experience (ELA-6-H4)</li> </ul>	E23	M									

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			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications	
<b>Standard: 7.</b> Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.												
11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: <ul style="list-style-type: none"> <li>summarizing and paraphrasing information and story elements</li> <li>comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)</li> <li>comparing and contrasting complex literary elements, devices, and ideas within and across texts</li> <li>examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</li> <li>making inferences and drawing conclusions</li> <li>making predictions and generalizations (ELA-7-H1)</li> </ul>	E2 E22	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> <li>using supporting evidence to verify solutions</li> <li>analyzing the relationships between prior knowledge and life experiences and information in texts</li> <li>using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)</li> </ul>	E15 E23	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	
13. Use knowledge of an author’s background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)	E23 E24	M										

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)	E24 E27 E41	M									
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> <li>raising questions</li> <li>reasoning inductively and deductively</li> <li>generating a theory or hypothesis</li> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	E22	M	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Writing</b>											
<b>Standard: 2.</b> Students write competently for a variety of purposes and audiences.											
16. Develop organized, coherent paragraphs that include the following: <ul style="list-style-type: none"> <li>topic sentences</li> <li>logical sequence</li> <li>transitional words and phrases</li> <li>appropriate closing sentences</li> <li>parallel construction where appropriate (ELA-2-H1)</li> </ul>	E1 E28	H	✓	✓	✓	✓	✓	✓	✓	✓	

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
17. Develop multiparagraph compositions organized with the following: <ul style="list-style-type: none"> <li>• a clearly stated central idea/thesis statement</li> <li>• a clear, overall structure that includes an introduction, a body, and an appropriate conclusion</li> <li>• supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> <li>• transitional words and phrases that unify throughout (ELA-2-H1)</li> </ul>	E22	M	✓	✓	✓	✓	✓	✓	✓	✓	
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> <li>• word choices appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality) (ELA-2-H2)</li> </ul>	E22 E38 E44	M	✓	✓	✓	✓	✓	✓	✓	✓	

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
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19. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> <li>selecting topic and form</li> <li>determining purpose and audience</li> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>drafting</li> <li>conferencing (e.g., with peers and teachers)</li> <li>revising for content and structure based on feedback</li> <li>proofreading/editing to improve conventions of language</li> <li>publishing using technology (ELA-2-H3)</li> </ul>	E1 E4 E10 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)	E28 E33	M	✓	✓	✓	✓	✓	✓	✓	✓	
21. Use all modes to write complex compositions, including: <ul style="list-style-type: none"> <li>comparison/contrast of ideas and information in reading materials or current issues</li> <li>literary analyses that compare and contrast multiple texts</li> <li>editorials on current affairs (ELA-2-H4)</li> </ul>	E22 E25	M	✓	✓	✓	✓	✓	✓	✓	✓	
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	E37 E44	M									

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23. Develop individual writing style that includes the following: <ul style="list-style-type: none"> <li>a variety of sentence structures (e.g., parallel or repetitive) and lengths</li> <li>diction selected to create a tone and set a mood</li> <li>selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>	E1 E44	H	✓	✓	✓	✓	✓		✓		✓
24. Write for various purposes, including: <ul style="list-style-type: none"> <li>formal and business letters, such as letters of complaint and requests for information</li> <li>letters to the editor</li> <li>job applications</li> <li>text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)</li> </ul>	E20	M	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing/Proofreading</b>											
<b>Standard: 3.</b> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.											
25. Apply standard rules of sentence formation, avoiding common errors, such as: <ul style="list-style-type: none"> <li>fragments</li> <li>run-on sentences</li> <li>syntax problems (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
26. Apply standard rules of usage, including: <ul style="list-style-type: none"> <li>• making subjects and verbs agree</li> <li>• using verbs in appropriate tenses</li> <li>• making pronouns agree with antecedents</li> <li>• using pronouns in appropriate cases (e.g., nominative and objective)</li> <li>• using adjectives in comparative and superlative degrees</li> <li>• using adverbs correctly</li> <li>• avoiding double negatives (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	
27. Apply standard rules of mechanics, including: <ul style="list-style-type: none"> <li>• using commas to set off appositives or parenthetical phrases</li> <li>• using quotation marks to set off titles of short works</li> <li>• using colons preceding a list and after a salutation in a business letter</li> <li>• using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	E1 E4	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)	E4 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
<b>Speaking and Listening</b>											
<b>Standard: 4.</b> Students demonstrate competence in speaking and listening as tools for learning and communicating.											
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	E18	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
31. Select language appropriate to specific purposes and audiences, including: <ul style="list-style-type: none"> <li>delivering informational/book reports in class</li> <li>conducting interviews/surveys of classmates or the general public</li> <li>participating in class discussions (ELA-4-H1)</li> </ul>	E8 10 E34	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including: <ul style="list-style-type: none"> <li>taking accurate notes</li> <li>writing summaries or responses</li> <li>forming groups (ELA-4-H2)</li> </ul>	E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	E8 E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
34. Deliver oral presentations that include the following: <ul style="list-style-type: none"> <li>volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response</li> <li>language choices adjusted to suit the content and context</li> <li>an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)</li> </ul>	E8 E18 E39	L	✓	✓	✓	✓	✓	✓	✓	✓	✓

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.		
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35. Use active listening strategies, including: <ul style="list-style-type: none"> <li>• monitoring message for clarity</li> <li>• selecting and organizing essential information</li> <li>• noting cues such as changes in pace</li> <li>• generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject (ELA-4-H4)</li> </ul>	E10 E16	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)	E8	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> <li>• comparing and contrasting the ways in which print and broadcast media cover the same event</li> <li>• evaluating media messages for clarity, quality, effectiveness, motive, and coherence</li> <li>• listening to and critiquing audio/video presentations (ELA-4-H5)</li> </ul>	E21 E50	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	
38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• identifying the strengths and talents of other participants</li> <li>• acting as facilitator, recorder, leader, listener, or mediator</li> <li>• evaluating the effectiveness of participants’ performances (ELA-4-H6)</li> </ul>	E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Standards/ Grade-level Expectations/ Benchmark References Grade 10	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
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<b>Information Resources</b>											
<b>Standard: 5.</b> Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.											
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including: <ul style="list-style-type: none"> <li>print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes</li> <li>electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)</li> </ul>	E4 E12 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
40. Locate, analyze, and synthesize information from grade-appropriate resources, including: <ul style="list-style-type: none"> <li>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> <li>electronic sources (e.g., Web sites and databases)</li> <li>other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)</li> </ul>	E4 E12 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	E21	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

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42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> <li>formulating clear research questions</li> <li>using research methods to gather evidence from primary and secondary sources</li> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)</li> </ul>	E4 E6 E31	H	✓	✓	✓	✓	✓	✓	✓	✓	
43. Write a variety of research reports, which include the following: <ul style="list-style-type: none"> <li>research that supports the main ideas</li> <li>facts, details, examples, and explanations from multiple sources</li> <li>graphics when appropriate</li> <li>complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)</li> </ul>	E7 E27 E31	H	✓	✓	✓	✓	✓	✓	✓	✓	
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	E15 E27	L	✓	✓	✓	✓	✓	✓	✓	✓	

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45. Follow acceptable use policy to document sources in research reports using various formats, including: <ul style="list-style-type: none"> <li>preparing extended bibliographies of reference materials</li> <li>integrating quotations and citations while maintaining flow of ideas</li> <li>using standard formatting for source acknowledgment according to a specified style guide</li> <li>using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5)</li> </ul>	E27	M	✓	✓	✓	✓	✓	✓	✓	✓	
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	E31	M	✓	✓	✓	✓	✓	✓	✓	✓	

# Louisiana

## 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.

Standards/ Grade-level Expectations/ Benchmark References Grade 11 & 12	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
<b>Reading and Responding</b>											
<b>Standard: 1.</b> Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.											
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>analysis of an author’s word choice</li> <li>use of related forms of words</li> <li>analysis of analogous statements (ELA-1-H1)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> <li>apostrophes</li> <li>rhetorical questions</li> <li>metaphysical conceits</li> <li>implicit metaphors (metonymy and synecdoche) (ELA-1-H2)</li> </ul>	E38	M									
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including: <ul style="list-style-type: none"> <li>fiction/nonfiction</li> <li>drama/poetry</li> <li>public documents</li> <li>film/visual texts</li> <li>debates/speeches (ELA-1-H3)</li> </ul>	E10 E34	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

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4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)	E2 E23	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Standard: 6.</b> Students read, analyze, and respond to literature as a record of life experiences.											
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)	E23	M									
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)	E41	L									
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including: <ul style="list-style-type: none"> <li>essays and memoirs by early and modern essay writers</li> <li>epic poetry such as <i>Beowulf</i></li> <li>forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>short stories, novellas, and novels</li> <li>biographies and autobiographies</li> <li>speeches (ELA-6-H3)</li> </ul>	E24 E37 E47	M									

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<p>8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:</p> <ul style="list-style-type: none"> <li>• an autobiography/diary gives insight into a particular time and place</li> <li>• the pastoral idealizes life in the country</li> <li>• the parody mocks people and institutions</li> <li>• an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)</li> </ul>	E23 E37	M									
<b>Standard: 7.</b> Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.											
<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>• interpreting and evaluating presentation of events and information</li> <li>• evaluating the credibility of arguments in nonfiction works</li> <li>• making inferences and drawing conclusions</li> <li>• evaluating the author’s use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>• comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>• making predictions and generalizations about ideas and information</li> <li>• critiquing the strengths and weaknesses of ideas and information</li> <li>• synthesizing (ELA-7-H1)</li> </ul>	E2 E21 E22	H	✓	✓	✓	✓	✓	✓	✓	✓	

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10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including: <ul style="list-style-type: none"> <li>school library catalogs</li> <li>online databases</li> <li>electronic resources</li> <li>Internet-based resources (ELA-7-H2)</li> </ul>	E4 E7 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)	E13	H									
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)	E13 E23	H									
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> <li>raising questions</li> <li>reasoning inductively and deductively</li> <li>generating a theory or hypothesis</li> <li>skimming/scanning</li> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	E2 E12 E22 E30	H	✓	✓	✓	✓	✓	✓	✓	✓	

Standards/ Grade-level Expectations/ Benchmark References Grade 11 & 12	National Essential Skills Study (NESS)  Rank	Graduation Exit Exam (GEE )	Agriculture and Natural Resources				Architecture and Construction			Arts, AV Tech & Comm.	
			Ag Production	Ag Mechanics	Ag Services (Ag Bus)	Natural Resources	Architectural Drafting	Blueprint Reading	Construction	Visual Arts and Design	Communications
<b>Writing</b>											
<b>Standard: 2.</b> Students write competently for a variety of purposes and audiences.											
14. Develop complex compositions, essays, and reports that include the following: <ul style="list-style-type: none"> <li>a clearly stated central idea/thesis statement</li> <li>a clear, overall structure (e.g., introduction, body, appropriate conclusion)</li> <li>supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> <li>transitional words, phrases, and devices that unify throughout (ELA-2-H1)</li> </ul>	E1 E2 E22	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> <li>word choices appropriate to the identified audience and/or purpose</li> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> <li>information/ideas selected to engage the interest of the reader</li> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	E1 E20 E45	H	✓	✓	✓	✓	✓	✓	✓	✓	✓

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16. Develop complex compositions using writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form (e.g., determining a purpose and audience)</li> <li>• prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>• drafting</li> <li>• conferencing with peers and teachers</li> <li>• revising for content and structure based on feedback</li> <li>• proofreading/editing to improve conventions of language</li> <li>• publishing using available technology (ELA-2-H3)</li> </ul>	E4 E6 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	
17. Use the various modes to write complex compositions, including: <ul style="list-style-type: none"> <li>• definition essay</li> <li>• problem/solution essay</li> <li>• a research project</li> <li>• literary analyses that incorporate research</li> <li>• cause-effect essay</li> <li>• process analyses</li> <li>• persuasive essays (ELA-2-H4)</li> </ul>	E20 E22 E28 E33	M	✓	✓	✓	✓	✓	✓	✓	✓	
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	E20 E22	M	✓	✓	✓	✓	✓	✓	✓	✓	

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19. Extend development of individual style to include the following: <ul style="list-style-type: none"> <li>avoidance of overused words, clichés, and jargon</li> <li>a variety of sentence structures and patterns</li> <li>diction that sets tone and mood</li> <li>vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>	E1 E38 E39 E44	H	✓	✓	✓	✓	✓	✓	✓	✓	
20. Write for various purposes, including: <ul style="list-style-type: none"> <li>interpretations/explanations that connect life experiences to works of American, British, and world literature</li> <li>functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)</li> </ul>	E20 E22	M	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Writing/Proofreading</b>											
<b>Standard: 3.</b> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.											
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓
22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> <li>avoid splitting infinitives</li> <li>use the subjunctive mood appropriately (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	

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23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> <li>• parentheses</li> <li>• brackets</li> <li>• dashes</li> <li>• commas after introductory adverb clauses and long introductory phrases</li> <li>• quotation marks for secondary quotations</li> <li>• internal capitalization</li> <li>• manuscript form (ELA-3-H2)</li> </ul>	E1	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	E1 E15	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Speaking and Listening</b>												
<b>Standard: 4.</b> Students demonstrate competence in speaking and listening as tools for learning and communicating.												
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	E18	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26. Select language appropriate to specific purposes and audiences for speaking, including: <ul style="list-style-type: none"> <li>• delivering informational/book reports in class</li> <li>• conducting interviews/surveys of classmates or the general public</li> <li>• participating in class discussions (ELA-4-H1)</li> </ul>	E10 E18	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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27. Listen to detailed oral instructions and presentations and carry out complex procedures, including: <ul style="list-style-type: none"> <li>reading and questioning</li> <li>writing responses</li> <li>forming groups</li> <li>taking accurate, detailed notes (ELA-4-H2)</li> </ul>	E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	E10 E11	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
29. Deliver presentations that include the following: <ul style="list-style-type: none"> <li>language, diction, and syntax selected to suit a purpose and impact an audience</li> <li>delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience</li> </ul> an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)	E10 E18	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
30. Use active listening strategies, including: <ul style="list-style-type: none"> <li>monitoring messages for clarity</li> <li>selecting and organizing information</li> <li>noting cues such as changes in pace (ELA-4-H4)</li> </ul>	E10	L	✓	✓	✓	✓	✓	✓	✓	✓	✓
31. Deliver oral presentations, including: <ul style="list-style-type: none"> <li>speeches that use appropriate rhetorical strategies</li> <li>responses that analyze information in texts and media</li> <li>persuasive arguments that clarify or defend positions (ELA-4-H4)</li> </ul>	E10 E19 E33	L	✓	✓	✓	✓	✓	✓	✓	✓	✓

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32. Give oral and written analyses of media information, including: <ul style="list-style-type: none"> <li>identifying logical fallacies (e.g., attack <i>ad hominem</i>, false causality, overgeneralization, bandwagon effect) used in oral addresses</li> <li>analyzing the techniques used in media messages for a particular audience</li> <li>critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation</li> <li>critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)</li> </ul>	E19 E21 E29	L	✓	✓	✓	✓	✓	✓	✓	✓	
33. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>identifying the strengths and talents of other participants</li> <li>acting as facilitator, recorder, leader, listener, or mediator</li> <li>evaluating the effectiveness of participants' performance (ELA-4-H6)</li> </ul>	E10	L	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Information Resources</b>											
<b>Standard: 5.</b> Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.											
34. Select and critique relevant information for a research project using the organizational features of a variety resources, including: <ul style="list-style-type: none"> <li>print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> <li>electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul>	E15 E31	H	✓	✓	✓	✓	✓	✓	✓	✓	

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35. Locate, analyze, and synthesize information from a variety of complex resources, including: <ul style="list-style-type: none"> <li>multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> <li>electronic sources (e.g., Web sites or databases)</li> <li>other media (e.g., community and government data, television and radio resources, and audio and visual materials )(ELA-5-H2)</li> </ul>	E4 E27	H	✓	✓	✓	✓	✓	✓	✓	✓	
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	E21 E27	M	✓	✓	✓	✓	✓	✓	✓	✓	
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> <li>formulating clear research questions</li> <li>evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>	E6 E7 E27 E31	H	✓	✓	✓	✓	✓	✓	✓		

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38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: <ul style="list-style-type: none"> <li>researched information that supports main ideas</li> <li>facts, details, examples, and explanations from sources</li> <li>graphics when appropriate</li> <li>complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)</li> </ul>	E7 E27 E31	H	✓	✓	✓	✓	✓	✓	✓	✓	
39. Use word processing and/or technology to draft, revise, and publish various works, including: <ul style="list-style-type: none"> <li>functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly</li> <li>analytical reports that include databases, graphics, and spreadsheets</li> <li>research reports on high-interest and literary topics (ELA-5-H4)</li> </ul>	E2 E15 E27	L	✓	✓	✓	✓	✓	✓	✓	✓	
40 Use selected style guides to produce complex reports that include the following: <ul style="list-style-type: none"> <li>credit for sources (e.g., appropriate parenthetical documentation and notes)</li> <li>standard formatting for source acknowledgment (ELA-5-H5)</li> </ul>	E27	M	✓	✓	✓	✓	✓	✓	✓	✓	
41 Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)	E31	M	✓	✓	✓	✓	✓	✓	✓	✓	