

## North Carolina 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.

North Carolina English Language Arts Strands/Goals/Objectives English 1	National Essential Skills Study (NESS)  Rank	N.C. End-of-Course Test	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
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>																	
<b>Competency Goal 1 The learner will express reflections and reactions to print and non-print text and personal experiences.</b>																	
1.01 Narrate personal experiences that offer an audience: <ul style="list-style-type: none"> <li>• scenes and incidents located effectively in time and place.</li> <li>• vivid impressions of being in a setting and a sense of engagement in the events occurring.</li> <li>• appreciation for the significance of the account.</li> <li>• a sense of the narrator’s personal voice.</li> </ul>	E8 E23 E37 E46 E48	H										✓			✓		
1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: <ul style="list-style-type: none"> <li>• an understanding of the student’s personal reaction to the text.</li> <li>• a sense of how the reaction results from a careful consideration of the text.</li> <li>• an awareness of how personal and cultural influences affect the response.</li> </ul>	E10 E21 E23 E30	M										✓			✓		

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			<b>Food Products &amp; Processing Systems</b>	<b>Agribusiness Systems</b>	<b>Power, Structural &amp; Technical Systems</b>	<b>Environmental Service Systems</b>	<b>Plant Systems</b>	<b>Natural Resource Systems</b>	<b>Animal Systems</b>	<b>Design/ Pre-Construction</b>	<b>Construction</b>	<b>Maintenance/ Operations</b>	<b>Performing Arts</b>	<b>Visual Arts</b>	<b>Printing Technology</b>	<b>Journalism &amp; Broadcasting</b>
<p>1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.</li> <li>• identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</li> <li>• providing textual evidence to support understanding of and reader's response to text.</li> <li>• demonstrating comprehension of main idea and supporting details.</li> <li>• summarizing key events and/or points from text.</li> <li>• making inferences, predicting, and drawing conclusions based on text.</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li> <li>• making connections between works, self and related topics.</li> <li>• analyzing and evaluating the effects of author's craft and style.</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li> <li>• identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.</li> </ul>	<p>E2 E23 E37</p>	<p>L</p>									✓			✓		

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<b>Competency Goal 2</b>																	
<b>The learner will explain meaning, describe processes, and answer research questions to inform an audience</b>																	
2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.</li> <li>identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</li> <li>providing textual evidence to support understanding of and reader's response to text.</li> <li>demonstrating comprehension of main idea and supporting details.</li> <li>summarizing key events and/or points from text.</li> <li>making inferences, predicting, and drawing conclusions based on text.</li> <li>identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li> <li>making connections between works, self and related topics.</li> <li>analyzing and evaluating the effects of author's craft and style.</li> <li>analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li> <li>identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.</li> </ul>	E2 E12 E21 E23 E35	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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2.02 Explain commonly used terms and concepts by: <ul style="list-style-type: none"> <li>clearly stating the subject to be defined.</li> <li>classifying the terms and identifying distinguishing characteristics.</li> <li>organizing ideas and details effectively.</li> <li>using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.</li> <li>demonstrating a clear sense of audience and purpose.</li> </ul>	E2 E9 E37 E38 E43	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.03 Instruct an audience in how to perform specific operations or procedures by: <ul style="list-style-type: none"> <li>considering the audience's degree of knowledge or understanding.</li> <li>providing complete and accurate information.</li> <li>using visuals and media to make presentations/products effective.</li> <li>using layout and design elements to enhance presentation/product.</li> </ul>	E8 E11 E14 E15 E17	L	✓	✓	✓		✓		✓		✓	✓		✓	✓		✓