

Oregon 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 a “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction. Teachers should make decisions based on their own instructional goals, assessment priorities, best judgments, and student interests.

Content standards in *italic* text are eligible for statewide assessment. Content standards in **bold** text support classroom instruction and assessment.

| Oregon English Language Arts Content Areas/Core Standards/ Content Standards High School | National Essential Skills Study (NESS) Rank | OAKS | 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 |
| EL.HS.RE.01 Read at an independent and instructional reading level appropriate to grade level. | E2 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| EL.HS.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | E2 E16 | L | | | | | | | | ✓ | | | ✓ | ✓ | | ✓ | | |
| EL.HS.RE.03 Make connections to text, within text, and among texts across the subject areas. | E23 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| EL.HS.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. | E10 E16 | L | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| EL.HS.RE.05 Match reading to purpose—location of information, full comprehension, and personal enjoyment. | E2 E12 | L | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | |