

Utah
Career and Technical Education Matrix for Core 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.

Utah Core English Language Arts Standards/Objectives Grade 9	National Essential Skills Study (NESS) Rank	Criterion Referenced 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
Reading																	
Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.																	
Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues. a. Analyze the meaning of words using knowledge of roots. b. Distinguish between the connotative and denotative meanings of words. c. Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures). d. Distinguish between commonly confused words (i.e., <i>accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose</i>).	E5	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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			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
<p>Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).</p> <p>a. Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).</p> <p>b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).</p> <p>c. Infer meaning from implicit information in text.</p> <p>d. Distinguish relevant from merely interesting information.</p>	E2 E12 E30	H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Objective 3 (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature. a. Describe how conflict, character, and plot work together. b. Explain how character is developed through implication and inference. c. Relate themes in literary works to real-life events. d. Analyze how setting contributes to characterization, plot, or theme. e. Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism). f. Identify the speaker in a poetic text.	E37 E38 E41	H										✓			✓		
Writing																	
Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.																	
Objective 1 (Writing to Learn): Compare multiple ideas and perspectives to extend thinking through writing. a. Compare/contrast significant or essential ideas, facts, or events. b. Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities. c. Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	E24 E35	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓