

## Utah Arts Education Curriculum Matrix for Core English Language Arts

Utah Core English Language Arts Standards/Objectives Grade 7	National Essential Skills Study (NESS) Rankings	Criterion Referenced Test	Visual Arts	Dance	Music	Theatre
<b>Reading</b>						
<b>Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>						
<b>Objective 1 (Word Analysis, Vocabulary Development):</b> Determine word meaning through word parts, definitions, and context clues. a. Identify common prefixes and suffixes to determine meanings of words. b. Identify the literal meanings and shades of meaning of words. c. Determine word meaning through definition or explanation context clues. d. Distinguish between commonly confused words (i.e., <i>a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're</i> ).	E5	M	✓	✓	✓	✓
<b>Objective 2 (Comprehension of Informational Text):</b> Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters). a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents). b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description). c. Retell, paraphrase and summarize from informational text. d. Distinguish main idea and supporting details in text.	E2 E12 E13	H	✓	✓	✓	✓

Utah Core English Language Arts Standards/Objectives Grade 7	National Essential Skills Study (NESS) Rankings	Criterion Referenced Test	Visual Arts	Dance	Music	Theatre
<p><b>Objective 3 (Comprehension of Literary Text):</b> Comprehend literature using elements of narrative and poetic text.</p> <ul style="list-style-type: none"> <li>a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).</li> <li>b. Describe a character’s traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).</li> <li>c. Distinguish topic from theme in literature.</li> <li>d. Identify descriptive details and imagery that establish setting.</li> <li>e. Identify figurative language (i.e., simile and metaphor).</li> <li>f. Identify main ideas and/or emotions in a wide range of poetry.</li> </ul>	E37 E38 E41 E44	H	✓	✓	✓	✓
<b>Writing</b>						
<b>Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>						
<p><b>Objective 1 (Writing to Learn):</b> Retell or summarize and make connections to clarify thinking through writing.</p> <ul style="list-style-type: none"> <li>a. Retell significant events in sequence.</li> <li>b. Summarize essential information from literary or informational text.</li> <li>c. Connect text to self.</li> </ul>	E23 E24 E28	L				
<p><b>Objective 2 (Extended Writing):</b> Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)</p> <ul style="list-style-type: none"> <li>a. Determine audience and purpose for extended writing.</li> <li>b. Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection</li> <li>c. Use sensory details.</li> </ul>	E9 E47	L				