

# ENGLISH LANGUAGE DEVELOPMENT – ELEMENTARY CONTENT STANDARDS AND CURRICULUM MATRIX

**“English language development** is the provision of direct instruction in English language usage including: content vocabulary development, survival vocabulary development, oral language development, and the development of reading and writing skills in English.”

*English Language Acquisition Program Plan, February 4, 1999; Chapter 1, Definitions (page 1)*

# Denver Public Schools

## Curriculum Matrix for English Language Development – Elementary

### Introduction

*English language development* is defined in the *English Language Acquisition Program Plan*, February 4, 1999, as “the provision of direct instruction in English language usage including: content vocabulary development, survival vocabulary development, oral language development, and the development of reading and writing skills in English.”

**The *English Language Development (ELD) Matrix* is not intended to be used in isolation.** It is aligned with the district *Standards for Success* and the *Curriculum Matrix for Reading and Writing* to specifically address the literacy and language learning needs of English-language learners. The goal is for English-language learners to reach the same levels of competency contained in the *Reading and Writing Curriculum Matrix* through specialized instruction in the English Language Acquisition (ELA) Program.

### Using the Matrix

The matrix is unusual in that it is based on beginning, intermediate, and advanced levels of English skills for students identified as English-language learners. Grade-specific expectations are not used because students may enter the district at any grade with a range of English-language skills. Entering students who are not literate in their primary language may need instruction targeted to the reading and writing standards for earlier grades including those related to phonemic awareness, concepts of print, and decoding skills. However, the instruction planned for students should be grade-appropriate and include the use of grade-appropriate materials. It is important to understand that the processes by which English-language learners develop proficiency in English differ from the experiences of monolingual English speakers.

The matrix includes expectations in the areas of listening, speaking, reading, and writing that are simultaneously taught. The goal of the ELD instructional component in the elementary ELA classroom is to move students through the English-language proficiency levels so they can meaningfully participate in a mainstream English classroom program.

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**Curriculum Matrix for English Language Development – Elementary**

**English Language Development Language Levels: Elementary**

<b>Beginning</b>	Students who are in the speech-emergent stages of language development. Oral-language proficiency will usually range from scores of 1 to 2 on the Language Assessment Scale (LAS-O), which indicates that they are not proficient speakers of English.
<b>Intermediate</b>	Students who are in the intermediate stages of English language development. They will usually score a LAS 3, which indicates that their oral English ability is limited.
<b>Advanced</b>	Students who are advanced learners of English. Scores on the LAS-O will usually indicate oral proficiency with a score of LAS 4 or 5. These students will be in the process of refining advanced oral skills in an academic setting as well as developing grade-level reading and writing proficiency in English.

<b>Introduce</b>	Teachers introduce the concept, then provide opportunities for students to experiment and approximate.
<b>Focus</b>	Teachers provide explicit instruction, including step-by-step modeling, opportunities for guided and independent practice, and reteaching or intervention as needed.
<b>Maintain</b>	Teachers provide opportunities for students to use knowledge and skills as they develop fluency and automaticity with a concept.

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## Curriculum Matrix for English Language Development – Elementary

<b>Focus Area 1 – Listening</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>In the beginning level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Use survival listening skills needed for basic social conversations	Introduce Focus	Maintain	
2. Use survival listening strategies in an academic setting (e.g., listen for key words, follow nonverbal cues)	Introduce Focus	Maintain	
3. Demonstrate understanding through the use of nonverbal responses (e.g., draw pictures of simplified statements, commands, questions)	Introduce Focus	Maintain	
4. Follow simple classroom instructions supported by visuals and other nonverbal cues	Introduce Focus	Maintain	
<b>Comprehension and vocabulary</b>			
5. Demonstrate comprehension of listening (e.g., chants, songs, nursery rhymes, finger plays, simple short stories with illustrations)	Introduce Focus	Maintain	
6. Respond to basic vocabulary in familiar context	Introduce Focus	Maintain	
7. Respond to simple <i>yes/no</i> and <i>wh</i> questions (e.g., <i>who, what, when, where</i> )	Introduce Focus	Maintain	
8. Dramatize stories by using appropriate gestures	Introduce Focus	Maintain	
<b>In the intermediate level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Use language so as to engage in basic social conversation	Introduce	Focus	Maintain
2. Use active listening skills	Introduce	Focus	Maintain
3. Demonstrate comprehension of everyday conversation	Introduce	Focus	Maintain
4. Use and understand idiomatic expressions	Introduce	Focus	Maintain
5. Develop listening strategies in an academic setting	Introduce	Focus	Maintain
6. Listen for specific information and acquire information for a specific purpose	Introduce	Focus	Maintain
<b>Comprehension and vocabulary</b>			
7. Listen to a story and demonstrate listening comprehension with expository text	Introduce	Focus	Maintain
8. Follow simple oral directions that require a physical and/or short written response	Introduce	Focus	Maintain
9. Use and understand in-context vocabulary in different genre and content areas	Introduce	Focus	Maintain
10. Draw pictures, maps, and charts after listening to information	Introduce	Focus	Maintain
11. Demonstrate comprehension of listening (e.g., riddles, idioms, plays, nonfiction readings, lessons in content areas, short selections of stories)	Introduce	Focus	Maintain
12. Answer oral and written questions that require simple interpretations	Introduce	Focus	Maintain
13. Understand a content-area lesson presented with visual support	Introduce	Focus	Maintain

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<b>Focus Area 1 – <i>Listening</i></b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>In the advanced level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Engage in and comprehend complex social conversation		Introduce	Focus Maintain
2. Comprehend rapid speech and intonation that changes meaning		Introduce	Focus Maintain
3. Respond appropriately to most nuances and humor		Introduce	Focus Maintain
4. Select and use appropriate listening strategies in an academic setting (e.g., listen for main idea, problem/solution, viewpoint)		Introduce	Focus Maintain
<b>Comprehension and vocabulary</b>			
5. Follow complex oral directions related to classroom tasks		Introduce	Focus Maintain
6. Understand and respond to advanced vocabulary in different genre and content areas		Introduce	Focus Maintain
7. Demonstrate comprehension of listening to fictional stories, poems, nonfiction reading, oral presentations in the content areas, and other grade-level genre		Introduce	Focus Maintain
8. Answer questions requiring interpretation (e.g., compare and contrast, <i>what if</i> )		Introduce	Focus Maintain
9. Understand presentations of new concepts in content areas		Introduce	Focus Maintain

## Denver Public Schools Curriculum Matrix for English Language Development – Elementary

<b>Focus Area 2 – <i>Speaking</i></b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>In the beginning level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Engage in introductory conversations and simple, structured greetings	Introduce Focus	Maintain	
2. Begin to participate in classroom communication	Introduce Focus	Maintain	
3. Understand and respond to simple requests and questions	Introduce Focus	Maintain	
4. Communicate basic personal needs nonverbally	Introduce Focus	Maintain	
5. Give personal information (e.g., name, grade, age)	Introduce Focus	Maintain	
6. Participate in oral group activities (e.g., scripted plays, memorized dialogues, songs, chants, story retelling)	Introduce Focus	Maintain	
<b>Vocabulary</b>			
7. Identify and recognize familiar, in-context vocabulary that is supported by visuals	Introduce Focus	Maintain	
8. Name concrete objects	Introduce Focus	Maintain	
9. Demonstrate an understanding of vocabulary through physical responses	Introduce Focus	Maintain	
<b>Fluency and pronunciation</b>			
10. Begin using correct pronunciation and intonation by repeating words and phrases	Introduce Focus	Maintain	
11. Develop fluency in speaking by using chants, songs, and practicing patterns	Introduce Focus	Maintain	
12. Name descriptive characteristics of people, places, and objects	Introduce Focus	Maintain	
13. Narrate the story of a picture book	Introduce Focus	Maintain	
<b>Grammar</b>			
14. Develop use of English sentence patterns and grammar	Introduce Focus	Maintain	
15. Use oral language to express feelings using visuals and other nonverbal cues	Introduce Focus	Maintain	
16. Express basic personal needs	Introduce Focus	Maintain	

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Focus Area 2 – <i>Speaking</i>	Beginning	Intermediate	Advanced
<b>In the intermediate level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Ask for directions	Introduce	Focus	Maintain
2. Use appropriate language in social situations	Introduce	Focus	Maintain
3. Participate in classroom communication by asking and answering questions (e.g., <i>yes/no, wh</i> questions, specific details), asking for clarification, and asking for help	Introduce	Focus	Maintain
4. Practice and present short oral reports	Introduce	Focus	Maintain
5. Discuss previously covered material (e.g., state information about a topic; participate in plays, programs, other group activities)	Introduce	Focus	Maintain
<b>Vocabulary</b>			
6. Develop and use vocabulary including basic idiomatic expressions	Introduce	Focus	Maintain
7. Demonstrate understanding of vocabulary through oral response in social and classroom situations	Introduce	Focus	Maintain
<b>Fluency and pronunciation</b>			
8. Develop and use clear pronunciation and intonation (e.g., recite dialogues, role-play, read aloud)	Introduce	Focus	Maintain
9. Use appropriate oral descriptions of people, actions, places, and objects	Introduce	Focus	Maintain
10. Increase fluency in spontaneous speaking situations	Introduce	Focus	Maintain
11. Retell or tell a story with connected phrasing, sentences, and transition words (e.g., <i>then, later, finally</i> )	Introduce	Focus	Maintain
<b>Grammar</b>			
12. Use complex sentence patterns and appropriate tenses	Introduce	Focus	Maintain
13. Orally express feelings, observations, and experiences	Introduce	Focus	Maintain

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Focus Area 2 – <i>Speaking</i>	Beginning	Intermediate	Advanced
<b>In the advanced level of language acquisition, all students will:</b>			
<b>Personal and classroom communication</b>			
1. Demonstrate social conversation and interaction skills in a variety of situations		Introduce	Focus Maintain
2. Participate in advanced classroom communication (e.g., respond to complex questions, express and defend an opinion)		Introduce	Focus Maintain
3. Discuss the pros and cons of actions and issues		Introduce	Focus Maintain
4. Create and deliver oral presentations, reports, and debates		Introduce	Focus Maintain
5. Participate in classroom discussions of challenging topics and increasingly abstract concepts		Introduce	Focus Maintain
<b>Vocabulary</b>			
6. Develop and use advanced vocabulary including idiomatic expressions and precise content-area terms		Introduce	Focus Maintain
<b>Fluency and pronunciation</b>			
7. Refine pronunciation and intonation (e.g., role-play, recite poems, make oral presentations)		Introduce	Focus Maintain
8. Demonstrate increased fluency and intelligibility in academic and social situations		Introduce	Focus Maintain
9. Participate in spontaneous dialogues		Introduce	Focus Maintain
10. Refine oral descriptions of people, actions, and places by using more sophisticated adjectives and adverbs		Introduce	Focus Maintain
11. Use metaphors, similes, and analogies			
<b>Grammar</b>			
12. Increase usage of a wide variety of sentence structures with multiple tenses and refine use of standard English grammar		Introduce	Focus Maintain
13. Express feelings, observations, experiences, and opinions		Introduce	Focus Maintain

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## Curriculum Matrix for English Language Development – Elementary

Focus Area 3 – Reading	Beginning	Intermediate	Advanced
<b>In the beginning level of language acquisition, all students will:</b>			
<b>Reading strategies</b>			
1. Track print from left to right and top to bottom	Introduce Focus	Maintain	
2. Use schedules and calendars	Introduce Focus	Maintain	
3. Demonstrate emergent reading skills (e.g., patterns, sequencing, symbols, visual attention to print, capital letters, meaning of punctuation)	Introduce Focus	Maintain	
4. Use basic reading strategies (e.g., pictures, key words, context clues)	Introduce Focus	Maintain	
5. Extend beginning reading comprehension through the use of visuals	Introduce Focus	Maintain	
6. Locate basic sight words in text	Introduce Focus	Maintain	
7. Focus on reading enjoyment	Introduce Focus	Maintain	
<b>Vocabulary and word analysis</b>			
8. Identify and use the letters of the English alphabet (e.g., draw pictures, class discussions, read aloud, act out)	Introduce Focus	Maintain	
9. Develop awareness of English phonological system: blends, rhyming, and consonant and vowel patterns (e.g., c-v-c pattern with short vowels, simple long vowel with -e ending)	Introduce Focus	Maintain	
10. Develop a beginning reading vocabulary including basic sight words	Introduce Focus	Maintain	
11. Read and respond appropriately to labels in classroom and school environment	Introduce Focus	Maintain	
12. Identify isolated words from stories generated from personal experiences	Introduce Focus	Maintain	
<b>Comprehension</b>			
13. Interact with grade-appropriate English print for meaning	Introduce Focus	Maintain	
14. Respond appropriately to daily survival print (e.g., signs, school forms, calendar)	Introduce Focus	Maintain	
15. Orally participate with predictable books and patterns in books	Introduce Focus	Maintain	
16. Demonstrate text comprehension through illustration, dramatization, and response to simple questions (e.g., <i>yes/no, wh</i> ), including nonverbal answers such as pointing or other physical responses	Introduce Focus	Maintain	
17. Use pictures or patterns to retell a story	Introduce Focus	Maintain	
18. Express opinion and/or connection to personal experience when reading	Introduce Focus	Maintain	

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<b>Focus Area 3 – Reading</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Beginning level of language acquisition</b> <i>(continued)</i>			
<b>Literature</b>			
19. Respond to picture books, predictable/pattern books, and language experience stories	Introduce Focus	Maintain	
20. Identify story elements (e.g., characters, setting, plot)	Introduce Focus	Focus	Maintain
21. Experience a variety of text (e.g., narrative, expository, content-area reading)	Introduce Focus	Focus	Maintain
<b>Research</b>			
22. Use reference books, including picture dictionaries and bilingual dictionaries, to extend English language proficiency	Introduce Focus	Maintain	
23. Demonstrate appropriate book-handling skills	Introduce Focus	Maintain	
24. Locate and identify parts of a book (e.g., title, author, page number)	Introduce Focus	Maintain	
25. Use the library to locate and choose books	Introduce Focus	Maintain	
26. Use alphabetical order to locate references and use dictionaries	Introduce Focus	Maintain	

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Focus Area 3 – Reading	Beginning	Intermediate	Advanced
<b>In the intermediate level of language acquisition, all students will:</b>			
<b>Reading strategies</b>			
1. Use reading strategies to extend text comprehension (e.g., prior knowledge, cognates, graphic organizers, visual cues)	Introduce	Focus	Maintain
2. Use previewing, scanning, and predicting to increase ability to interact with text and gain content-area knowledge		Introduce Focus	Maintain
3. Choose appropriate level for independent reading		Introduce Focus	Maintain
4. Monitor and self-correct for meaning		Introduce Focus	Maintain
5. Build reading skills in English (e.g., fluency in read aloud and silent reading, intonation)		Introduce Focus	Maintain
<b>Vocabulary and word analysis</b>			
6. Build awareness of English phonological system (e.g., identify word families, recognize syllables, associate sounds with letters, recognize and use root words)	Introduce	Focus	Maintain
7. Recognize patterns of English letter-sound correspondence (e.g., consonant and vowel patterns: long vowel patterns, vowel combinations [oa/ea/ui])	Introduce	Focus	Maintain
8. Use decoding and word-analysis skills including root words, basic affixes (e.g., <i>un-</i> , <i>pre-</i> , <i>-ing</i> , <i>-ed</i> ), and homonyms, antonyms, and synonyms	Introduce	Focus	Maintain
9. Develop attention to marked aspects of English sound-symbol correspondence (e.g., short and long vowels, blends, silent letters, digraphs, diphthongs)		Introduce Focus	Maintain
10. Build reading vocabulary including more high-frequency words and content-area vocabulary	Introduce	Focus	Maintain
<b>Comprehension</b>			
11. Respond appropriately to classroom print (e.g., written directions, schedules)	Introduce	Focus	Maintain
12. Retell a story orally with a beginning, middle, and end, using a variety of sentence structures	Introduce	Focus	Maintain
13. Demonstrate text comprehension through identifying details and main idea, sequencing events, and describing characters and events		Introduce Focus	Maintain
14. Recognize and express emotions and attitudes reflected in text		Introduce Focus	Maintain
15. Distinguish between fact and fiction	Introduce	Focus	Maintain
16. Draw conclusions and make predictions requiring inference		Introduce Focus	Maintain
<b>Literature</b>			
17. Read and respond to a variety of literature (e.g., nonfiction, poetry, drama, folktales, magazines, essays, short stories, novels)	Introduce	Focus	Maintain
18. Identify story elements (e.g., character development, theme, conflict)		Introduce Focus	Maintain

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<b>Focus Area 3 – Reading</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Intermediate level of language acquisition</b> <i>(continued)</i>			
<b>Research</b>			
19. Use research materials (e.g., dictionary, thesaurus, encyclopedia, atlas, map, Internet, film, recordings)	Introduce	Focus	Maintain
20. Identify parts of a book and use for research (e.g., illustrator, publisher, copyright date, table of contents, glossary, index, guide words)	Introduce	Focus	Maintain
21. Develop research skills (e.g., use the library to locate books, periodicals, references)	Introduce	Focus	Maintain
22. Choose a research question and locate relevant information	Introduce	Focus	Maintain

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Focus Area 3 – Reading	Beginning	Intermediate	Advanced
<b>In the advanced level of language acquisition, all students will:</b>			
<b>Reading strategies</b>			
1. Develop and use advanced reading strategies (e.g., skim, infer, compare and contrast)		Introduce	Focus Maintain
2. Use context cues and prior knowledge to refine comprehension		Introduce	Focus Maintain
<b>Vocabulary/word analysis</b>			
3. Comprehend advanced, precise vocabulary including specialized vocabulary in content areas			Introduce Focus Maintain
4. Increase familiarity with and appropriate use of root words, prefixes (e.g., <i>pre-</i> , <i>ex-</i> ), and word endings (e.g., <i>-able</i> , <i>-ment</i> , <i>-tion</i> )		Introduce	Focus Maintain
5. Use information from reading to increase vocabulary		Introduce	Focus Maintain
<b>Comprehension</b>			
6. Demonstrate advanced reading comprehension (e.g., interpret, summarize, evaluate, paraphrase, cause and effect)		Introduce	Focus Maintain
7. Distinguish between fact and opinion		Introduce	Focus Maintain
8. Identify point of view		Introduce	Focus Maintain
9. Demonstrate comprehension of complex written directions including textbook and test directions		Introduce	Focus Maintain
10. Locate and cite evidence from the text to support opinions and conclusions		Introduce	Focus Maintain
<b>Literature</b>			
11. Read and respond to a variety of challenging literature (e.g., biography, newspapers, science fiction, historical fiction, mystery, speeches)		Introduce	Focus Maintain
12. Identify story elements (e.g., character analysis, mood, motivation)		Introduce	Focus Maintain
13. Recognize different types of writing (e.g., narrative, expository, persuasive, descriptive)		Introduce	Focus Maintain
14. Choose to read a variety of genres independently		Introduce	Focus Maintain
<b>Research</b>			
15. Use a variety of research materials independently (e.g., computer software, Internet, films, recordings)		Introduce	Focus Maintain
16. Refine use of the reference sections of books (e.g., glossary, index, table of contents)		Introduce	Focus Maintain
17. Research a topic independently using a variety of information sources and including appropriate citations and a simple bibliography		Introduce	Focus Maintain

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Focus Area 4 – <i>Writing</i>	Beginning	Intermediate	Advanced
<p><b>In the beginning level of language acquisition, all students will:</b> <b>Communication, fluency, and handwriting</b></p> <p>1. Use English written communication to communicate meaning</p> <p>2. Use English alphabet and numerals</p> <p>3. Begin to communicate in writing through picture stories, captions, pattern poetry, and repetitive pattern stories</p> <p>4. Use <i>cloze</i> exercises to practice writing</p> <p><b>Vocabulary</b></p> <p>5. Comprehend the usage and spelling of basic vocabulary, including sight words</p> <p>6. Label familiar places and objects</p> <p><b>Grammar</b></p> <p>7. Begin to use basic verb tenses (e.g., simple present, present progressive, simple past, future using <i>going to</i>)</p> <p>8. Begin to write using frequently used verbs (e.g., <i>to be, to have, to go</i>), infinitive, and present participle</p> <p>9. Recognize and begin to use basic English language patterns and structure (e.g., contractions, plurals, noun/pronoun agreement, prepositions of location, basic articles, conjunctions)</p> <p>10. Identify and begin to use basic English sentence patterns (e.g., subject/verb, noun/adjective order; negative sentences; question formation; use of <i>do/does/did</i> in questions, answers, negatives)</p> <p><b>Composition and writing conventions</b></p> <p>11. Write simple paragraphs using a single topic and appropriate indenting</p> <p>12. Use standard writing conventions, including spacing, top/bottom, left/right, front/back, appropriate heading, capitalization (e.g., sentence beginning, <i>I</i>, names, days, months, titles), and punctuation (e.g., period, question mark, comma)</p> <p>13. Recognize organizational skills for writing, (e.g., sequence events, graphic aids)</p>			
	Introduce Focus	Focus	Focus Maintain
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Maintain	
	Introduce Focus	Focus	Maintain
Introduce Focus	Focus	Maintain	
Introduce Focus	Focus	Maintain	

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Focus Area 4 – <i>Writing</i>	Beginning	Intermediate	Advanced
<b>In the intermediate level of language acquisition, all students will:</b>			
<b>Communication, fluency, and handwriting</b>			
1. Develop written communication (e.g., stories; short reports, including introduction, body, conclusion, bibliography, new story endings; descriptive writing; friendly letters; thank-you notes; autobiographies; poetry)	Introduce	Focus	Maintain
2. Refine fluency and legibility of writing	Introduce	Focus	Maintain
<b>Vocabulary</b>			
3. Comprehend and appropriately use English vocabulary in written communication	Introduce	Focus	Maintain
4. Use correct spelling of English vocabulary including content-area vocabulary	Introduce	Focus	Maintain
<b>Grammar</b>			
5. Use and understand English verbs (e.g., past progressive, simple future tenses; irregular verbs; subject/verb agreement; modal [ <i>can, should, might</i> ])	Introduce	Focus	Maintain
6. Use English language patterns and structures (e.g., parts of speech, contractions, plurals, possessives, noun/pronoun agreement)	Introduce	Focus	Maintain
7. Use basic sentence patterns, including question formation (e.g., <i>if-then, how</i> , tag questions), compound sentences, exclamations, commands, subject/verb agreement, and elimination of run-on sentences	Introduce	Focus	Maintain
<b>Composition and writing conventions</b>			
8. Develop personal expression and organize ideas (e.g., paragraphs with topic sentences, supporting details, conclusions)	Introduce	Focus	Maintain
9. Understand and use standard writing conventions using appropriate punctuation (e.g., apostrophe, exclamation mark, quotation mark) and capitalization (e.g., proper noun, salutations, closing of letters, quotations)	Introduce	Focus	Maintain
10. Develop organizational skills for writing (e.g., take notes from printed materials, map stories, graphic organizers, outline)	Introduce	Focus	Maintain
11. Use the writing process (e.g., plan, proofread, edit)	Introduce	Focus	Maintain

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Focus Area 4 – <i>Writing</i>	Beginning	Intermediate	Advanced
<b>In the advanced level of language acquisition, all students will:</b>			
<b>Communication, fluency, and handwriting</b>			
1. Create written communication through varied genre of writing (e.g., narrative, expository, descriptive, persuasive, correspondence, dialogue, research papers, biography, editorials)		Introduce	Focus Maintain
<b>Vocabulary</b>			
2. Use advanced and varied English vocabulary appropriately in written communication		Introduce	Focus Maintain
<b>Grammar</b>			
3. Refine use of English verbs (e.g., all tenses including the perfect tense, past participles), use of irregular verbs, and subject/verb agreement		Introduce	Focus Maintain
4. Refine use of English language patterns and structures in all forms of writing (e.g., sophisticated use of adjectives and adverbs in descriptions, comparatives, count, non-count nouns)		Introduce	Focus Maintain
5. Understand and use complex sentence patterns to increase clarity and variety in writing (e.g., passive sentences, compound and complex sentences)		Introduce	Focus Maintain
<b>Composition and writing conventions</b>			
6. Refine personal expression and organize ideas in writing through use of paragraphs, chronological order, examples, and comparison and contrast		Introduce	Focus Maintain
7. Expand and use standard writing conventions by refining the use of appropriate punctuation (e.g., parentheses, hyphen, colon, semicolon) and capitalization in various forms of communication		Introduce	Focus Maintain
8. Refine advanced organizational skills in writing (e.g., take notes from oral presentations, outline to organize writing)		Introduce	Focus Maintain
9. Refine independent use of the writing process (e.g., plan, proofread, revise, edit, publish various types of writing)		Introduce	Focus Maintain