

ENGLISH LANGUAGE DEVELOPMENT – SECONDARY 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)

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Curriculum Matrix for English Language Development – Secondary

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 courses in Levels 1 through 6 of ELD 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. 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 *Secondary Curriculum Matrix for ELD* was designed for students in grades 6-12 who are literate in their primary language. For English-language learners who enter the ELA Program with limited formal schooling and/or are not literate in their primary language, the standards for ELD and reading and writing from earlier grades must be taught to include standards related to phonemic awareness, concepts of print, and decoding skills.

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 secondary 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 – Secondary

English Language Development Language Levels: Secondary

Beginning Levels 1 and 2	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.
Intermediate Levels 3 and 4	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.
Advanced Levels 5 and 6	Students who are advanced learners of English. Scores on the LAS-O 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.

Introduce	Teachers introduce the concept, then provide opportunities for students to experiment and approximate.
Focus	Teachers provide explicit instruction, including step-by-step modeling, opportunities for guided and independent practice, and reteaching or intervention as needed.
Maintain	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 – Secondary

Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the beginning levels of language acquisition, all students will:						
Personal communication, Level 1						
1. Use survival listening and speaking skills for basic personal communication	Introduce Focus	Maintain				
2. Respond to simple requests, questions, greetings, and introductions	Introduce Focus	Maintain				
3. Give personal information in short phrases (e.g., name, grade, age)	Introduce Focus					
Classroom communication, Level 1						
4. Respond to simple classroom instructions and questions with a physical and/or short verbal response	Introduce Focus					
5. Express personal classroom needs	Introduce Focus					
Following directions, Level 1						
6. Follow directions that are supported by nonverbal cues and require a physical response (e.g., left, right, up, down, top, bottom)	Introduce Focus	Focus	Maintain			
7. Follow classroom routines	Introduce Focus	Focus	Maintain			
Vocabulary, Level 1						
8. Use target vocabulary in context supported by visual and physical cues	Introduce Focus	Focus	Maintain			
9. Match spoken descriptions to pictures	Introduce Focus	Focus	Maintain			
10. Count aloud, recite the alphabet, and use appropriate designations for money	Introduce Focus	Maintain				
11. Recognize and verbally identify objects around the room, school, and general environment	Introduce Focus	Focus	Maintain			
Pronunciation and fluency, Level 1						
12. Repeat words, phrases, and chants	Introduce Focus	Maintain				
Grammar and syntax, Level 1						
13. Use basic sentence patterns and grammar in speaking	Introduce Focus	Focus	Maintain			
14. Understand and use frequently used verbs (e.g., <i>to be</i> , <i>to have</i> , <i>to go</i>)	Introduce Focus	Focus	Maintain			

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Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Beginning levels of language acquisition (continued)						
Listening comprehension, Level 1						
15. Listen and respond to basic dialogues, songs, and stories accompanied by illustrations and actions	Introduce Focus	Focus	Maintain			
16. Respond appropriately to simplified statements, commands, and questions through nonverbal responses (e.g., draw pictures, respond physically)	Introduce Focus	Focus	Maintain			
17. Answer simple <i>yes/no</i> questions	Introduce Focus	Focus	Maintain			
Oral presentation, Level 1						
18. Participate in oral activities through songs and repetitive exercises	Introduce Focus	Focus	Maintain			
Personal communication, Level 2						
1. Use listening and speaking skills needed for basic social conversation		Introduce Focus	Focus	Maintain		
2. Communicate basic personal needs, ask for help, and express likes, dislikes, and feelings	Introduce	Focus	Maintain			
Classroom communication, Level 2						
3. Make simple requests for information or permission	Introduce	Focus	Maintain			
4. Give simple oral descriptions of people, actions, places, objects, and experiences		Introduce Focus	Maintain			
Following directions, Level 2						
5. Follow one- and two-step directions to complete a classroom task	Introduce	Focus	Maintain			
Vocabulary, Level 2						
6. Develop and use a basic vocabulary including action words, descriptive words, and indicators of location and size	Introduce	Focus	Maintain			
Pronunciation and fluency, Level 2						
7. Practice appropriate pronunciation, intonation, and fluency in structured dialogues, rhyming words, repetition, and substitution exercises		Introduce Focus	Maintain			
Grammar and syntax, Level 2						
8. Understand and use target verbs in speaking		Introduce Focus	Focus	Maintain		
Listening comprehension, Level 2						
9. Listen to and understand predictable books and poems accompanied by illustrations and actions	Introduce	Focus	Maintain			
10. Draws pictures, charts, and maps after listening to information	Introduce	Focus	Maintain			
11. Demonstrate listening comprehension by answering simple questions and identifying specific details	Introduce	Focus	Maintain			
Oral presentation, Level 2						
12. Participate in oral activities through short dialogues and poems	Introduce	Focus	Maintain			

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Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the intermediate levels of language acquisition, all students will:						
Personal communication, Level 3						
1. Demonstrate understanding of everyday conversation (e.g., take turns, ask for repetition)		Introduce	Focus	Focus	Maintain	
2. Answer <i>yes/no</i> and <i>who</i> questions		Introduce	Focus	Maintain		
3. Demonstrate understanding of slang and nonstandard spoken English			Introduce Focus	Maintain		
Classroom communication, Level 3						
4. Respond appropriately to classroom questions		Introduce	Focus	Maintain		
5. Ask simple questions		Introduce	Focus	Maintain		
6. Categorize items		Introduce	Focus	Maintain		
7. Give oral descriptions of personal experiences and familiar characters		Introduce	Focus	Maintain		
Following directions, Level 3						
8. Follow a short sequence of directions supported by nonverbal cues (e.g., completing a simple artistic activity)		Introduce	Focus	Maintain		
9. Follow directions related to the immediate situation		Introduce	Focus	Maintain		
10. Repeat directions			Introduce Focus	Maintain		
Vocabulary, Level 3						
11. Recognize basic idiomatic expressions			Introduce Focus	Maintain		
12. Expand vocabulary development (e.g., word families, categories, plurals, identifying emotions in pictures and stories)		Introduce	Focus	Maintain		
Pronunciation and fluency, Level 3						
13. Practice appropriate pronunciation and fluency in basic conversation (e.g., telephone conversation, dialogues, paired practice)		Introduce	Focus	Focus	Maintain	
Grammar and syntax, Level 3						
14. Use appropriate grammar in basic sentence patterns and simple questions		Introduce	Focus	Maintain		
15. Use appropriate word order (e.g., negation, adjectives)		Introduce	Focus	Focus	Maintain	
Listening comprehension, Level 3						
16. Listen to and demonstrate an understanding of plays, films, songs, stories, and other oral presentations		Introduce	Focus	Focus	Maintain	
17. Demonstrate listening comprehension by answering questions, retelling a story, narrating the story of a picture book, and identifying details, main idea, and sequence of events			Introduce Focus	Focus	Maintain	
Oral presentation, Level 3						
18. Give brief oral presentations (e.g., scripted plays, short reports)			Introduce Focus	Maintain		
19. Narrate a sequence of events			Introduce Focus	Maintain		

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Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Intermediate levels of language acquisition (continued)						
Personal communication, Level 4						
1. Ask for clarification in social conversations			Introduce	Focus	Maintain	
2. Use appropriate language in social situations			Introduce	Focus	Maintain	
3. Express feelings			Introduce	Focus	Maintain	
4. Use more complex <i>wh</i> questions, including <i>why</i>			Introduce	Focus	Maintain	
Classroom communication, Level 4						
5. Respond to open-ended questions			Introduce	Focus	Maintain	
6. Ask questions to get information about classroom requirements and procedures			Introduce	Focus	Maintain	
7. Participate in classroom discussions			Introduce	Focus	Maintain	
8. Distinguish between fact and opinion			Introduce	Focus	Maintain	
Following directions, Level 4						
9. Practice giving directions to others (e.g., use clear directions to teach peers to do a simple task)			Introduce	Focus	Maintain	
10. Complete a school project following directions for a multiple-step sequence with verbal and nonverbal cues			Introduce	Focus	Maintain	
Vocabulary, Level 4						
11. Expand vocabulary development (e.g., affixes, understand and use vocabulary in context, content-area vocabulary)			Introduce	Focus	Maintain	
Pronunciation and fluency, Level 4						
12. Practice appropriate pronunciation, intonation, and fluency through poems, songs, choral reading, read aloud)			Introduce	Focus	Maintain	
Grammar and syntax, Level 4						
13. Use appropriate sentence patterns and grammar for compound and complex sentences			Introduce	Focus	Maintain	
Listening comprehension, Level 4						
14. Listen to and demonstrate understanding of increasingly challenging stories, presentations, plays, and riddles				Introduce Focus	Focus	Maintain
15. Listen to and demonstrate understanding of a lesson in which new content is introduced with visual support				Introduce Focus	Focus	Maintain
16. Demonstrate listening comprehension by listening for a purpose, answering questions, recalling details and main idea, recognizing point of view, retelling a plot, and describing a main character after listening to a story			Introduce	Focus	Maintain	
Oral presentation, Level 4						
17. Give oral presentations (e.g., reports, plays, tell a story, participate in an interview, narrate a personal experience)				Introduce Focus	Focus	Maintain

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Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the advanced levels of language acquisition, all students will:						
Personal communication, Level 5						
1. Respond appropriately to most nuances, humor, and satire				Introduce	Focus	Maintain
2. Restate information				Introduce	Focus	Maintain
3. Defend an opinion				Introduce	Focus	Maintain
4. Ask and answer more complex questions (e.g., <i>either/or, if/then</i>)				Introduce	Focus	Maintain
5. Use appropriate levels of formality in spoken communication				Introduce	Focus	Maintain
Classroom communication, Level 5						
6. Use advanced classroom communication skills (e.g., compare, paraphrase, provide supporting details)				Introduce	Focus	Maintain
7. Ask and answer questions requiring inference				Introduce	Focus	Maintain
8. Evaluate an editorial				Introduce	Focus	Maintain
Following directions, Level 5						
9. Give and follow multiple-step directions				Introduce	Focus	Maintain
10. Repeat complex directions with only occasional nonverbal or verbal cues				Introduce	Focus	Maintain
Vocabulary, Level 5						
11. Develop advanced vocabulary (e.g., idiomatic expressions, precise content-area terms)				Introduce	Focus	Maintain
12. Use figurative language, similes, and metaphors				Introduce	Focus	Maintain
Pronunciation and fluency, Level 5						
13. Demonstrate accurate pronunciation, intonation, and fluency in social and classroom situations				Introduce	Focus	Maintain
Grammar and syntax, Level 5						
14. Use accurate sentence patterns and grammar with multiple tenses to sequence experiences and plan for the future				Introduce	Focus	Maintain
15. Use transition words effectively				Introduce	Focus	Maintain
Listening comprehension, Level 5						
16. Listen to and demonstrate understanding of a variety of authentic speech (e.g., short stories, plays, short readings or lessons in content areas)				Introduce	Focus	Maintain
17. Demonstrate comprehension by answering questions requiring inference				Introduce	Focus	Maintain
18. Take notes from lectures and films				Introduce	Focus	Maintain
Oral presentation, Level 5						
19. Participate in a small-group discussion				Introduce	Focus	Maintain

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Focus Area 1 – Oral	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Advanced levels of language acquisition (continued)						
Personal communication, Level 6						
1. Discuss a controversial topic					Introduce	Focus Maintain
2. Clarify a point of view					Introduce	Focus Maintain
3. Make and respond to suggestions					Introduce	Focus Maintain
4. Comprehend rapid speech and intonation that changes meaning					Introduce	Focus Maintain
Classroom communication, Level 6						
5. Summarize, analyze, and ask and answer questions requiring analysis					Introduce	Focus Maintain
6. Synthesize information from more than one source					Introduce	Focus Maintain
Following directions, Level 6						
7. Follow complex directions involving options					Introduce	Focus Maintain
Vocabulary, Level 6						
8. Increase comprehension and appropriate application of vocabulary, particularly in academic contexts					Introduce	Focus Maintain
9. Use puns, irony, and other sophisticated types of language					Introduce	Focus Maintain
Pronunciation and fluency, Level 6						
10. Demonstrate accurate pronunciation, intonation, and fluency in challenging situations (e.g., spontaneous situations, role playing real-life situations, problems)					Introduce	Focus Maintain
Grammar and syntax, Level 6						
11. Use a variety of sentence patterns accurately, including descriptive adjectives and adverbs					Introduce	Focus Maintain
Listening comprehension, Level 6						
12. Listen to and demonstrate understanding of a variety of authentic speech (e.g., outside speakers, panel presentations, humor, irony, satire, regional dialects)					Introduce	Focus Maintain
13. Demonstrate comprehension by retelling a story from a different perspective and listening for a specific purpose					Introduce	Focus Maintain
14. Answer challenging questions based on a lecture or film					Introduce	Focus Maintain
15. Listen for bias, propaganda, and motive					Introduce	Focus Maintain

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Focus Area 1 – <i>Oral</i>	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Advanced levels of language acquisition (<i>continued</i>)						
Oral presentation, Level 6						
16. Participate in advanced forms of classroom presentations (e.g., panels, debates, interviews, editorials)					Introduce	Focus Maintain
17. Participate in a discussion of new content and challenging issues					Introduce	Focus Maintain

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the beginning levels of language acquisition, all students will:						
Reading for meaning, Level 1						
1. Read for meaning (e.g., language experience stories, basic dialogue, picture books, and signs)	Introduce Focus	Maintain				
2. Use schedules and calendars	Introduce Focus	Maintain				
Reading strategies, Level 1						
3. Use pictures and cognates	Introduce Focus	Maintain				
4. Follow text while listening to a story	Introduce Focus	Maintain				
Vocabulary, Level 1						
5. Develop basic sight-word vocabulary and read labels in classroom and school environments	Introduce Focus	Focus	Maintain			
6. Recognize the letters of the English alphabet	Introduce Focus	Maintain				
7. Recognize sound/symbol correspondence	Introduce Focus	Focus	Maintain			
Comprehension, Level 1						
8. Demonstrate comprehension of short readings by responding to simple <i>yes/no</i> questions and drawing illustrations	Introduce Focus	Maintain				
Literature, Level 1						
9. Identify basic story elements (e.g., title, author, characters)	Introduce Focus	Focus	Maintain			
Research, Level 1						
10. Demonstrate research skills by using picture dictionaries	Introduce Focus	Maintain				
11. Use alphabetical order to locate references and use dictionaries	Introduce Focus	Maintain				

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the beginning levels of language acquisition, all students will:						
Reading for meaning, Level 2						
1. Read for meaning in predictable books and survival-reading selections (e.g., ads, labels, forms)	Introduce	Focus	Maintain			
Reading strategies, Level 2						
2. Use key words and visual support	Introduce	Focus	Maintain			
Vocabulary, Level 2						
3. Develop a beginning reading vocabulary using visuals	Introduce	Focus	Maintain			
4. Demonstrate knowledge of basic word endings (e.g., <i>-er</i> , <i>-est</i> , <i>-ed</i>), vowel and consonant patterns, blends, and rhyming words	Introduce	Focus	Maintain			
Comprehension, Level 2						
5. Demonstrate comprehension of short readings through <i>wh</i> questions, visual representations, and recollection of simple details	Introduce	Focus	Maintain			
Literature, Level 2						
6. Identify story elements (e.g., setting, simple sequence of plot)	Introduce	Focus	Maintain			
Research, Level 2						
7. Demonstrate research skills by using the library/media center or the Internet to locate books, newspapers, magazines, and encyclopedias	Introduce	Focus	Maintain			
8. Become familiar with the parts of a book (e.g., table of contents, glossary, index)	Introduce	Focus	Maintain			

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the intermediate levels of language acquisition, all students will:						
Reading for meaning, Level 3						
1. Read a variety of genre (e.g., short passages, poetry, folk tales, content-area reading supported by visuals, short narratives, expository pieces)		Introduce	Focus	Maintain		
Reading strategies, Level 3						
2. Relate background knowledge to textual information		Introduce	Focus	Maintain		
3. Use context clues, re-reading, and previewing		Introduce	Focus	Maintain		
Vocabulary, Level 3						
4. Develop reading vocabulary (e.g., high-frequency words)		Introduce	Focus	Maintain		
5. Demonstrate basic word analysis through the use of word families, antonyms, synonyms, and homonyms		Introduce	Focus	Maintain		
6. Demonstrate knowledge of affixes (e.g., <i>re-</i> , <i>pre-</i> , <i>dis-</i> , <i>un-</i>)		Introduce	Focus	Maintain		
Comprehension, Level 3						
7. Demonstrate reading comprehension through short oral and written presentations including visual representations and dramatizations		Introduce	Focus	Maintain		
8. Identify main idea and supporting details		Introduce	Focus	Maintain		
9. Recognize and recall details and summarize in correct sequence		Introduce	Focus	Maintain		
Literature, Level 3						
10. Give oral and written descriptions of the basic story elements (e.g., characters, setting, plot, conflict)		Introduce	Focus	Maintain		
Research, Level 3						
11. Use the library or media center to research a topic		Introduce	Focus	Maintain		
12. Locate materials by title, author and subject		Introduce	Focus	Maintain		
13. Use reference materials (e.g., thesaurus, atlas, globe, map)		Introduce	Focus	Maintain		

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Intermediate levels of language acquisition (continued)						
Reading for meaning, Level 4						
1. Read a variety of genre (e.g., short stories, appropriate novels, newspapers, poetry, reference materials, narrative, expository text)			Introduce	Focus	Maintain	
2. Read for a variety of purposes (e.g., to answer questions, to understand a topic, to solve problems)			Introduce	Focus	Maintain	
Reading strategies, Level 4						
3. Visualize, predict, skim, and scan			Introduce	Focus	Maintain	
Vocabulary, Level 4						
4. Develop an expanded reading vocabulary			Introduce	Focus	Maintain	
5. Demonstrate knowledge of a variety of affixes (e.g., <i>-anti</i> , <i>-able</i> , <i>-tion</i> , <i>-ment</i>)			Introduce	Focus	Maintain	
Comprehension, Level 4						
6. Demonstrate reading comprehension and analysis through oral and written presentations (e.g., book reports, reviews)			Introduce	Focus	Focus	Maintain
7. Describe and analyze the main idea, summarize, distinguish between fiction and nonfiction, and rewrite the endings of stories			Introduce	Focus	Focus	Maintain
Literature, Level 4						
8. Describe elements of literature (e.g., character development, theme, conflict, resolution)			Introduce	Focus	Focus	Maintain
9. Identify writing style and characteristics of authors			Introduce	Focus	Focus	Maintain
10. Draw conclusions about story elements			Introduce	Focus	Focus	Maintain
Research, Level 4						
11. Choose appropriate information sources for specific purposes			Introduce	Focus	Focus	Maintain
12. Cite references in proper format			Introduce	Focus	Focus	Maintain

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the advanced levels of language acquisition, all students will:						
Reading for meaning, Level 5						
1. Read a variety of genre (e.g., books, articles, poetry, plays, autobiographies)				Introduce	Focus	Focus Maintain
Reading strategies, Level 5						
2. Infer meaning, recognize appositive, and apply knowledge of metaphor and simile to increase reading comprehension				Introduce	Focus	Focus Maintain
Vocabulary, Level 5						
3. Develop an advanced reading vocabulary				Introduce	Focus	Focus Maintain
4. Apply understanding of word origins in reading				Introduce	Focus	Focus Maintain
Comprehension, Level 5						
5. Draw conclusions and make inferences based on reading				Introduce	Focus	Focus Maintain
6. Distinguish between fact and opinion				Introduce	Focus	Maintain
7. Paraphrase key ideas and summarize				Introduce	Focus	Maintain
Literature, Level 5						
8. Recognize and describe complex elements of literature (e.g., point of view, metaphor)				Introduce	Focus	Focus Maintain
9. Comprehend personification, foreshadowing, and flashbacks				Introduce	Focus	Focus Maintain
Research, Level 5						
10. Use multiple information sources (e.g., bibliographies, almanacs, periodicals, Internet)				Introduce	Focus	Maintain
11. Summarize and paraphrase information from both primary and secondary sources and recognize copyright protection				Introduce	Focus	Maintain

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Focus Area 2 – Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Advanced levels of language acquisition <i>(continued)</i>						
Reading for meaning, Level 6						
1. Read various challenging types of literature (e.g., expository text, poetry, books, plays, mysteries, biographies, technical articles)					Introduce	Focus Maintain
Reading strategies, Level 6						
2. Infer and identify author’s purpose and point of view					Introduce	Focus Maintain
Vocabulary, Level 6						
3. Develop specialized reading vocabulary in several content areas					Introduce	Focus Maintain
4. Use information from reading to increase vocabulary					Introduce	Focus Maintain
Comprehension, Level 6						
5. Write book reports, critical analysis, and interpretations					Introduce	Focus Maintain
6. Analyze author’s purpose					Introduce	Focus Maintain
7. Identify cause and effect, citing evidence in readings					Introduce	Focus Maintain
Literature, Level 6						
8. Analyze elements of literature (e.g., symbolism, irony, mood, style, literary devices)					Introduce	Focus Maintain
Research, Level 6						
9. Use advanced research strategies and available technology					Introduce	Focus Maintain
10. Evaluate and synthesize information from both primary and secondary sources					Introduce	Focus Maintain

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Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the beginning levels of language acquisition, all students will:						
Communication, Level 1						
1. Communicate meaning by using guided language-experience stories supported by pictures and using graphic organizers	Introduce Focus	Maintain				
Vocabulary, Level 1						
2. Comprehend survival vocabulary for the classroom	Introduce Focus	Maintain				
3. Use basic English vocabulary (e.g., cardinal numbers, days, months)	Introduce Focus	Maintain				
4. Label objects and pictures						
Grammar and syntax, Level 1						
5. Use basic English grammar and syntax	Introduce Focus	Focus	Maintain			
6. Use forms of the verb <i>to be</i>	Introduce Focus	Focus	Maintain			
7. Use simple present and present progressive tenses	Introduce Focus	Focus	Maintain			
8. Identify and use basic negative and question forms	Introduce Focus	Focus	Maintain			
9. Identify and use personal pronouns and contractions (e.g., <i>I'm, he's, don't</i>)	Introduce Focus	Maintain				
Writing conventions, Level 1						
10. Use the English alphabet and left-to-right and top-to-bottom directionality	Introduce Focus	Maintain				
11. Use basic punctuation (e.g., period, question mark)	Introduce Focus	Focus	Focus	Maintain		
12. Use basic capitalization (e.g., sentence beginnings, names, days, months, <i>I</i> , titles)	Introduce Focus	Focus	Maintain			
Composition, Level 1						
13. Write using patterned sentences and model paragraphs	Introduce Focus	Maintain				
14. Use writing to supply personal information (e. g., name, address, age, grade)	Introduce Focus	Focus	Maintain			

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Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Beginning levels of language acquisition <i>(continued)</i>						
Communication, Level 2						
1. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)	Introduce	Focus	Focus	Focus	Maintain	
2. Use basic forms of correspondence with date, address, greeting, and closing and address envelopes	Introduce	Focus	Maintain			
3. Use basic forms of the narrative genre (e.g., short personal narratives), include characters	Introduce	Focus	Focus	Maintain		
Vocabulary, Level 2						
4. Write with correct usage and spelling of basic English vocabulary	Introduce	Focus	Focus	Maintain		
5. Use high-frequency words accurately	Introduce	Focus	Maintain			
Grammar and syntax, Level 2						
6. Use simple past and simple future tenses and express future tense using <i>going to</i>	Introduce	Focus	Focus	Maintain		
7. Identify and use basic subject/verb agreement (e.g., <i>there is, there are</i>) and irregular plurals	Introduce	Focus	Focus	Focus	Maintain	
8. Identify and use basic prepositions, object pronouns, comparative forms of adjectives, articles, noun/pronoun agreement, possessive adjectives, prepositions of location, and basic conjunctions (e.g., <i>and, but</i>)	Introduce	Focus	Focus	Maintain		
9. Write using basic word order accurately	Introduce	Focus	Maintain			
Writing conventions, Level 2						
10. Use correct punctuation (e.g., comma, apostrophe)	Introduce	Focus	Focus	Maintain		
11. Use correct capitalization (e.g., proper nouns)	Introduce	Focus	Focus	Maintain		
12. Use basic format on written assignments (e.g., margins, heading with name, subject, date)	Introduce	Focus	Maintain			
Composition, Level 2						
13. Write simple sentences and short paragraphs with answers to simple questions and descriptive and narrative paragraphs	Introduce	Focus Maintain				
14. Write with basic paragraph form and organization (e.g., beginning, middle, end, evident focus, central idea, sequence)		Introduce Focus	Focus	Maintain		
15. Use writing strategies such as listing and enumeration		Introduce Focus	Maintain			
16. Use basic transition words (e.g., <i>and, but, then</i>)	Introduce	Focus	Maintain			
17. Use technology to publish written work	Introduce	Focus	Focus	Maintain		

Denver Public Schools Curriculum Matrix for English Language Development – Secondary

Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the intermediate levels of language acquisition, all students will:						
Communication, Level 3						
1. Write short compositions and reports (e.g., poetry, scripts, letters, email, journals, thank-you notes, dialogues)		Introduce	Focus	Maintain		
2. Use basic forms of expository writing (e.g., describe a problem and propose a solution)		Introduce	Focus	Maintain		
Vocabulary, Level 3						
3. Use basic idiomatic expressions			Introduce Focus	Maintain		
4. Identify and use numbers up to one million		Introduce	Focus	Maintain		
5. Distinguish and use correct descriptive adjectives and adverbs		Introduce	Focus	Maintain		
Grammar and syntax, Level 3						
6. Identify and use verb tenses accurately (e.g., simple present, present progressive, simple past, past progressive, future using <i>going to</i> , simple future)		Introduce	Focus	Focus	Maintain	
7. Form <i>yes/no</i> and <i>wh</i> questions and negative statements accurately		Introduce	Focus	Focus	Maintain	
8. Use the modal verbs (e.g., <i>can, could, should</i>) correctly		Introduce	Focus	Focus	Maintain	
9. Identify and use the parts of speech accurately (e.g., noun, pronoun, adjective, verb, adverb, prepositions, conjunctions)		Introduce	Focus	Focus	Focus	Maintain
10. Distinguish and use the superlative forms of adjectives, count and non-count nouns, and quantity words		Introduce	Focus	Focus	Maintain	
Writing conventions, Level 3						
11. Use correct punctuation (e.g., exclamation mark, hyphen)		Introduce	Focus	Focus	Focus	Maintain
12. Use correct capitalization in original writing			Introduce Focus	Focus	Maintain	
13. Plan, proofread, and edit			Introduce Focus	Focus	Focus	Maintain
Composition, Level 3						
14. Use compound sentences		Introduce	Focus	Maintain		
15. Write using a variety of styles (e.g., descriptive, narrative)			Introduce Focus	Focus	Maintain	
16. Develop a story line with details		Introduce	Focus	Maintain		
17. Write using organizational techniques such as chronological order		Introduce	Focus	Focus	Maintain	
18. Use writing strategies such as brainstorming and graphic organizers		Introduce	Focus	Focus	Maintain	

Denver Public Schools
Curriculum Matrix for English Language Development – Secondary

Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Intermediate levels of language acquisition (continued)						
Communication, Level 4						
1. Write compositions and reports (e.g., essays, scripts, narratives, journals, original stories, business letters)			Introduce	Focus	Focus	Maintain
2. Use the persuasive writing genre (e.g., write for an intended audience, state thesis, include references and information to support opinion)			Introduce	Focus	Focus	Maintain
3. Respond to literature by summarizing plot and conclusion, analyzing characters and motives, and reacting to style			Introduce	Focus	Focus	Maintain
Vocabulary, Level 4						
4. Comprehend and use correct spelling of intermediate-level vocabulary			Introduce	Focus	Maintain	
5. Develop adequate vocabulary to express ideas and demonstrate learning in content areas			Introduce	Focus	Maintain	
Grammar and syntax, Level 4						
6. Identify and use verb tenses accurately (present and past perfect, first conditional form [e.g., <i>If I have time, I will go</i>])			Introduce	Focus	Maintain	
7. Use the modal verbs correctly (e.g., <i>may, might, must</i>)			Introduce	Focus	Maintain	
8. Use irregular verbs accurately			Introduce	Focus	Maintain	
9. Use phrasal verbs correctly (e.g., <i>look up, take off</i>)			Introduce	Focus	Maintain	
10. Use appropriate subject/verb agreement accurately in complex sentences			Introduce	Focus	Maintain	
Writing conventions, Level 4						
11. Use standard writing conventions by using correct punctuation and capitalization (e.g., quotations, reported speech, parentheses, brackets, dashes)			Introduce	Focus	Maintain	
12. Edit for grammar, punctuation, capitalization, and spelling			Introduce	Focus	Focus	Maintain
Composition, Level 4						
13. Write paragraphs using topic sentence, supporting details, and conclusion			Introduce	Focus	Focus	Maintain
14. Use expository writing in the content areas			Introduce	Focus	Maintain	
15. Use writing strategies such as thesis statements and note taking			Introduce	Focus	Focus	Maintain
16. Demonstrate personal voice and style in writing			Introduce	Focus	Focus	Maintain

Denver Public Schools Curriculum Matrix for English Language Development – Secondary

Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
In the advanced levels of language acquisition, all students will:						
Communication, Level 5						
1. Communicate through advanced narrative and expository composition (e.g., biography, essay exam, research paper, autobiography, diary, scientific reports)				Introduce	Focus	Focus Maintain
2. Use advanced forms of correspondence (e.g., memo, job and college application letters and forms, resumé)				Introduce	Focus	Maintain
Vocabulary, Level 5						
3. Develop adequate vocabulary to express complex ideas and emotions				Introduce	Focus	Focus Maintain
4. Write with accurate use of challenging, advanced-level vocabulary including specialized content-area vocabulary				Introduce	Focus	Maintain
Grammar and syntax, Level 5						
5. Identify and use verb tenses accurately (e.g., conditional tenses, passive voice)				Introduce	Focus	Focus Maintain
6. Demonstrate correct usage of the parts of speech (e.g., relative and dependent clauses, gerunds, infinitives)				Introduce	Focus	Focus Maintain
Writing conventions, Level 5						
7. Use advanced punctuation correctly (e.g., semicolon, colon, comma in subordinate clauses)				Introduce	Focus	Focus Maintain
8. Plan, proofread, edit, and revise to produce coherent written communication				Introduce	Focus	Focus Maintain
Composition, Level 5						
9. Demonstrate the use of paragraph development and advanced sentence structures (e.g., embedded clauses, avoid run-ons and fragments)				Introduce	Focus	Focus Maintain
10. Use effective transitions in writing				Introduce	Focus	Maintain
11. Use techniques of organization (e.g., compare, contrast, classify, examples, anecdotes)				Introduce	Focus	Maintain

Denver Public Schools
Curriculum Matrix for English Language Development – Secondary

Focus Area 3 – Writing	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Beginning		Intermediate		Advanced	
Advanced levels of language acquisition <i>(continued)</i>						
Communication, Level 6						
1. Communicate through advanced persuasive and literary response genres (e.g., editorials, literary review and critique, analysis of theme in literature)					Introduce	Focus Maintain
2. Report on original research and technical and creative writing					Introduce	Focus Maintain
Vocabulary, Level 6						
3. Demonstrate comprehension by correctly using specialized vocabulary in several content areas and advanced writing genre					Introduce	Focus Maintain
4. Use idioms and figurative language effectively					Introduce	Focus Maintain
Grammar and syntax, Level 6						
5. Identify and use all verb tenses fluently (e.g., future perfect, all conditional forms and modal verbs including past forms (e.g., <i>must have gone, should have left</i>))					Introduce	Focus Maintain
6. Understand and use fluently all the parts of speech (e.g., adjectives, adverbs, articles, pronouns, prepositions)					Introduce	Focus Maintain
Writing conventions, Level 6						
7. Use standard conventions of writing accurately and independently					Introduce	Focus Maintain
8. Plan, proofread, and edit independently					Introduce	Focus Maintain
Composition, Level 6						
9. Demonstrate the use of advanced composition in various challenging genre					Introduce	Focus Maintain
10. Distinguish and use correctly the advanced styles and techniques of organization (e.g., analysis, cause and effect)					Introduce	Focus Maintain
11. Demonstrate the use of advanced literary techniques (e.g., analogies, foreshadowing, hyperbole, flashback)					Introduce	Focus Maintain