

READING AND WRITING  
CONTENT STANDARDS  
AND  
CURRICULUM MATRIX

# Denver Public Schools Curriculum Matrix for Reading and Writing

## Introduction

The following document aligns reading and writing content standards from the district's *Standards for Success* publication with curriculum from the district's *Reading and Writing Scope and Sequence* document.

This alignment process began with broad-based K-12 committees, including teachers and interested community members. The committees met to assess the extent to which current district curriculum supports student attainment of the content standards. Their work resulted in the creation of the *Curriculum Matrix*.

## Using the Matrix

For each content standard, specific grade-level expectations have been identified. Students will develop understanding and become proficient readers and writers over time, as indicated by the Introduce, Focus, and Maintain categories in the *Curriculum Matrix*. The three stages can be characterized as follows:

<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.

\* Please note: Each grade level builds on the skills and strategies from the previous grade. If students are not meeting grade level expectations, it may be necessary to use expectations from the previous grade level to focus your instruction.

By implementing this standards-based reading and writing curriculum, we can continue to raise student achievement and to work toward heightened levels of proficiency for all students.

**Denver Public Schools**  
**Curriculum Matrix for Reading and Writing**

**Standard 1: *Reading Comprehension*** – Students read and understand a variety of materials.

**Rationale**

The goal for students at all levels is that they know and can use strategies – various ways of unlocking the meaning of words and larger blocks of text – to become successful lifelong readers. The strategies are applied in increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts, both assigned and student-selected, provides experience in gaining information and pleasure from diverse forms and perspectives.

**Checkpoints**

- 1.1 Use comprehension strategies, such as prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose (i.e., reason for writing); determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech;
- 1.2 Make connections between prior knowledge and what they need to know about a topic before reading about it;
- 1.3 Adjust reading strategies for a variety of purposes, such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, and finding information to support particular ideas, textbooks, and technical articles;
- 1.4 Use word recognition skills, strategies, and resources, such as phonics, context clues, picture clues, word origins, word order clues, reference guides, roots, and prefixes and suffixes of words, for comprehension; and
- 1.5 Use information from their reading to increase vocabulary and language usage.

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## Curriculum Matrix for Reading and Writing

Standard 1: <i>Reading Comprehension</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In early childhood education, all students will</b>											
<b>Emergent reading behaviors</b>											
Demonstrate book-handling behaviors	Introduce Focus	Focus	Maintain								
Understand that print carries meaning	Introduce Focus	Focus	Maintain								
Differentiate between letters and numerals	Introduce Focus	Focus	Maintain								
Recognize and write name	Introduce Focus	Focus	Maintain								
Demonstrate left-to-right and top-to-bottom directionality	Introduce Focus	Focus	Maintain								
<b>Comprehension</b>											
Use background knowledge, title, and pictures to predict text before, during, and after reading	Introduce Focus	Focus	Focus	Maintain							
Tell or retell a story with a beginning, middle, and end	Introduce Focus	Focus	Focus	Maintain							
Follow and answer questions about a story that has been read aloud	Introduce Focus	Focus	Focus	Maintain							
<b>Phonics and phonological awareness</b>											
Differentiate between uppercase and lowercase letters (English and Spanish)	Introduce Focus	Focus	Maintain								
Hear and repeat rhyming words (English)	Introduce Focus	Focus	Maintain								
Hear and clap syllables (Spanish)	Introduce Focus	Focus	Maintain								
Recognize words with same beginning sound (English and Spanish)	Introduce Focus	Focus	Maintain								
<b>In kindergarten, all students will</b>											
<b>Emergent reading behaviors</b>											
Identify the functions of period, question mark, and exclamation mark	Introduce	Focus	Maintain								
Self-monitor using one-to-one match	Introduce	Focus	Focus	Maintain							
Self-monitor known and unknown words	Introduce	Focus	Focus	Maintain							
<b>Comprehension</b>											
Comprehend a variety of texts, including picture books, fairy tales, and nonfiction	Introduce	Focus	Focus	Focus	Maintain						
Orally connect a story to own experiences	Introduce	Focus	Maintain								
<b>Phonics and phonological awareness</b>											
Identify sounds and letters		Introduce Focus	Maintain								
Use beginning and ending sounds in reading and writing		Introduce Focus	Focus	Maintain							
Hear and repeat beginning and ending sounds	Introduce	Focus	Maintain								
Identify uppercase and lowercase letters	Introduce	Focus	Maintain								
Build a bank of at least ten high-frequency words	Introduce	Focus	Maintain								

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Standard 1: <i>Reading Comprehension</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In first grade, all students will</b>											
<b>Emergent reading behaviors</b>											
Identify the functions of comma and quotation marks		Introduce	Focus	Maintain							
<b>Comprehension</b>											
Develop strategies			Introduce Focus	Focus	Maintain						
- Use phonics											
- Use familiar word parts											
- Use picture cues and context											
- Reread											
- Say beginning sound, read to end of sentence, and reread											
- Make meaningful substitutions											
Self-monitor and self-correct for comprehension			Introduce Focus	Focus	Maintain						
Use sentence structure and word order to predict meaning (syntax)			Introduce Focus	Focus	Maintain						
Read fluently with phrasing and expression			Introduce Focus	Focus	Maintain						
Retell story in sequence, with story elements (e.g., characters, setting, problem, solution)		Introduce	Focus	Focus	Maintain						
Identify main idea of a text		Introduce	Focus	Maintain							
Answer explicit and implicit questions			Introduce Focus	Focus	Maintain						
Comprehend a variety of texts, including fiction, nonfiction, poetry, and fairy tales		Introduce	Focus	Focus	Focus	Maintain					
<b>Phonics and phonological awareness</b>											
Use blends (e.g., <i>br, fl, st</i> ) and diagraphs (e.g., <i>sh, ch, th, wh</i> ) in reading and writing (English)			Introduce Focus	Focus	Maintain						
Use ending chunks (e.g., <i>-s, -ed, -er, -ing</i> in English) (e.g., <i>-ito, -ando, -ieron</i> in Spanish)			Introduce Focus	Maintain							
Use short and long vowel sounds in reading and writing (English)			Introduce Focus	Focus	Maintain						
Use simple word families in reading and writing			Introduce Focus	Focus	Maintain						
Use familiar chunks and syllables in reading and writing (e.g., <i>que, qui, gue, gui</i> in Spanish)			Introduce Focus	Focus	Maintain						
Use diphthongs (e.g., <i>ue, ua</i> ) in reading and writing (Spanish)			Introduce Focus	Focus	Maintain						
Build a bank of at least 100 high-frequency words		Introduce	Focus	Maintain							
<b>Self-evaluation</b>											
Choose books at appropriate level for independent reading			Introduce Focus	Focus	Maintain						
Identify characteristics of favorite authors and/or illustrators			Introduce Focus	Focus	Maintain						

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Standard 1: <i>Reading Comprehension</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In second grade, all students will Comprehension</b>											
Make predictions using knowledge of author and genre, previous events, and chapter titles				Introduce Focus	Focus	Maintain					
Actively process text during reading (e.g., make connections, ask questions, summarize)				Introduce Focus	Focus	Focus	Maintain				
Self-monitor and self-correct for comprehension on extended text				Introduce Focus	Focus	Maintain					
Read silently with comprehension			Introduce	Focus	Maintain						
Adjust reading rate to text difficulty				Introduce Focus	Focus	Maintain					
Comprehend a variety of genres, including nonfiction (e.g., content-area books, magazines, directions)			Introduce	Focus Maintain							
Answer explicit and implicit questions orally and in writing			Introduce	Focus	Focus	Focus	Maintain				
<b>Phonics and phonological awareness</b>											
Build a bank of at least 200 high-frequency words			Introduce	Focus	Maintain						
Use short and long vowel patterns in reading and writing (English)			Introduce	Focus	Maintain						
<b>Self-evaluation</b>											
Use specific information to support personal opinions about text			Introduce	Focus	Maintain						

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<b>In third grade, all students will</b>											
<b>Comprehension</b>											
Adjust reading strategies when reading different genres					Introduce Focus	Maintain					
Skim and scan to locate information					Introduce Focus	Focus	Maintain				
Use evidence from the text to make an inference and support opinions				Introduce	Focus	Maintain					
Comprehend and summarize a variety of genres orally and in writing, including realistic fiction, mysteries, folk tales, fables, content-area books, newspaper articles, charts, graphs, and biographies					Introduce Focus	Focus	Maintain				
Read extended text silently with comprehension					Introduce Focus	Maintain					
Use information from one text to aid in comprehension of another text				Introduce	Focus	Maintain					
Deal with unknown words efficiently by using strategies to monitor understanding				Introduce	Focus	Focus	Maintain				
Actively process text during reading (e.g., visualize, create sensory images, infer meaning)					Introduce Focus	Focus	Focus	Maintain			
Use a variety of strategies to monitor comprehension - Reject or confirm predictions - Re-read to clarify meaning - Adjust pace - Sub-vocalize - Ask questions of text				Introduce	Focus	Focus	Maintain				
<b>Word analysis</b>											
Use root words and structural analysis in reading and writing					Introduce Focus	Focus	Maintain				
Draw on a bank of at least 300 high-frequency words				Introduce	Focus	Focus	Maintain				
<b>Vocabulary</b>											
Use prefixes and suffixes to figure out unknown words				Introduce	Focus	Focus	Maintain				
Use information from reading to increase vocabulary					Introduce Focus	Focus	Focus	Maintain			
<b>Self-evaluation</b>											
Identify own reading behaviors with guidance				Introduce	Focus	Maintain					

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Standard 1: <i>Reading Comprehension</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In fourth grade, all students will</b>											
<b>Comprehension</b>					Introduce	Focus	Maintain				
Comprehend and summarize a variety of genres with a main idea and supporting details, including fantasy, survival, historical fiction, and science fiction					Introduce	Focus	Maintain				
Use information from reading to increase vocabulary					Introduce	Focus	Focus	Maintain			
Actively process text during reading (e.g., clarify meaning, agree and disagree, infer character motives)					Introduce	Focus	Maintain				
Use main idea, supporting details, and prior knowledge to make inferences					Introduce	Focus	Focus	Maintain			
Discuss reading with reference to setting, plot, character, theme, and author's craft					Introduce	Focus	Maintain				
<b>Vocabulary</b>											
Identify word origins and solve for unknown words					Introduce	Focus	Maintain				
Recognize and use content or context-specific vocabulary					Introduce Focus	Focus	Focus	Maintain			
<b>Self-evaluation</b>											
Identify own reading strategies and set a purpose for reading with guidance					Introduce	Focus	Maintain				
<b>In fifth grade, all students will</b>											
<b>Comprehension</b>						Introduce	Focus	Maintain			
Identify writing style and characteristics of authors						Introduce	Focus	Maintain			
Comprehend a variety of genres and text structures, including histories, encyclopedias, and the Internet						Introduce	Focus	Maintain			
Compare and contrast different texts to foster analysis and synthesis						Introduce	Focus	Maintain			
Paraphrase the key ideas in fiction and nonfiction						Introduce	Focus	Focus	Maintain		
Actively process text during reading (e.g., infer plot, theme, author's point of view, author's purpose)						Introduce	Focus	Maintain			
<b>Vocabulary</b>											
Apply use of Greek and Latin word origins in reading						Introduce	Focus	Focus	Focus	Focus	Maintain
Interpret content or content-specific vocabulary						Introduce	Focus	Maintain			
<b>Self-evaluation</b>											
Set goals and identify strategies to improve reading						Introduce	Focus	Focus	Focus	Maintain	

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Standard 1: <i>Reading Comprehension</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In sixth, seventh, and eighth grade, all students will Comprehension</b>											
Explain the purpose for reading: to form and support an opinion or point of view, to solve problems and answer questions, and to understand a topic							Introduce	Focus	Focus	Focus	Maintain
Comprehend, summarize, and interpret a variety of texts that are abstract and removed from personal experience (e.g., technical writing, newspaper)							Introduce	Focus	Focus	Focus	Maintain
Apply knowledge of vocabulary to comprehend foreshadowing, simile, personification, onomatopoeia, alliteration, and flashback							Introduce	Focus	Focus	Focus	Maintain
Apply understanding of text structures to gain information from a variety of texts (e.g., description, numeration, compare and contrast, chronological, cause and effect, listing, problem and solution)							Introduce	Focus	Focus	Focus	Maintain
Summarize and synthesize fiction and nonfiction (e.g., stories, magazine articles, informational text, Internet, email, technical text, letters, diaries, biographies)							Introduce	Focus	Focus	Maintain	
Use sentence structure, paragraph structure, text organization, and word order to predict meaning in increasingly complex text							Introduce	Focus	Focus	Focus	Maintain
<b>Vocabulary</b>											
Use information from reading to increase content-specific vocabulary and enhance language usage							Introduce	Focus	Focus	Focus	Maintain
<b>Self-evaluation</b>											
Use both self-developed criteria and criteria established by others to locate material for reading for a specific purpose							Introduce	Focus	Focus	Focus	Maintain
Set reading challenges and goals independently							Introduce	Focus	Focus	Focus	Maintain
<b>By the end of tenth grade, all students will Comprehension</b>											
Summarize and synthesize facts and concepts within and across texts at literal and inferential levels										Introduce	Focus Maintain
Apply literal and inferential comprehension strategies to a variety of genres and texts										Introduce	Focus Maintain
Evaluate accuracy and relevance of information according to the purpose for reading										Introduce	Focus Maintain
Independently use strategies to follow complex, multi-step directions										Introduce	Focus Maintain
<b>Self-evaluation</b>											
Pursue a widening community of readers independently										Introduce	Focus
Persevere through complex reading tasks using a full range of self-monitoring strategies										Introduce	Focus

**Denver Public Schools**  
**Curriculum Matrix for Reading and Writing**

**Standard 2: *Oral and Written Communication*** – Students write and speak for a variety of purposes.

**Rationale**

Writing and speaking are essential tools for learning, for success in the workplace, and for responsible citizenship. Developing a range of writing and speaking abilities requires extensive study, practice, and thinking. Students need frequent opportunities to write and speak for different audiences and purposes, and they need to be able to communicate creatively, expressively, informatively, and analytically. Growth in writing and speaking abilities occurs by applying skills to increasingly challenging communication tasks.

**Checkpoints**

- 2.1 Expand vocabulary development using a variety of methods, such as synonyms, antonyms, metaphors, and similes;
- 2.2 Write and speak for a variety of purposes, such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;
- 2.3 Write and speak to peers, teachers, and the community;
- 2.4 Plan, draft, revise, proofread, edit, and publish written communications;
- 2.5 Use a variety of literary devices, such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning;
- 2.6 Prepare written and oral presentations using strategies, such as lists, outlining, cause-and-effect relationships, compare and contrast, problem and solution, and narration; and
- 2.7 Use the most appropriate method, handwriting or word processing, to produce a product that is legible.

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In early childhood education and kindergarten, all students will</b>											
<b>Oral development</b>											
Express ideas and feelings orally	Introduce Focus	Focus	Maintain								
Take part in conversations and group discussions by taking turns and sharing ideas	Introduce Focus	Focus	Maintain								
Adapt language for a variety of purposes and audiences	Introduce Focus	Focus	Maintain								
Respond to questions appropriately	Introduce Focus	Focus	Maintain								
<b>Writing process</b>											
Understand that writing conveys meaning	Introduce Focus	Focus	Maintain								
Create pictures and print that match	Introduce Focus	Focus	Focus	Maintain							
Participate in shared writing activities	Introduce Focus	Focus	Focus	Maintain							
<b>In first grade, all students will</b>											
<b>Oral development</b>											
Focus on one topic during group discussions	Introduce	Focus	Focus	Maintain							
Tell a narrative or share information in a manner appropriate to the audience	Introduce	Focus	Focus	Maintain							
Participate in conversations, group discussions, and oral presentations with focus on topic		Introduce	Focus	Focus	Maintain						
Align purpose for speaking with the audience		Introduce	Focus	Focus	Maintain						
<b>Writing process</b>											
Write several sentences that focus on one topic		Introduce	Focus	Maintain							
Organize with logical sequence		Introduce	Focus	Focus	Maintain						
Use pictures and storyboards to organize writing		Introduce	Focus	Focus	Maintain						
Use favorite words correctly		Introduce	Focus	Maintain							
<b>Genre focus</b>											
Write personal notes and personal narratives		Introduce	Focus	Maintain							
Create new stories using repetitive patterns from other stories		Introduce	Focus	Maintain							
Record information learned		Introduce	Focus	Focus	Maintain						

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Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In second grade, all students will</b>											
<b>Oral development</b>											
Demonstrate increasing clarity and confidence during oral communication			Introduce	Focus	Focus	Maintain					
Speak audibly and clearly with appropriate volume and eye contact			Introduce	Focus	Focus	Maintain					
<b>Writing process</b>											
Generate writing ideas through prewriting activities			Introduce	Focus	Focus	Maintain					
Write independently on teacher-prompted and self-selected topics			Introduce	Focus	Maintain						
Revise shared and individual writing			Introduce	Focus	Maintain						
Edit and proofread for ending punctuation, capital letters, and spelling			Introduce	Focus	Focus	Maintain					
Develop one clear main idea			Introduce	Focus	Focus	Maintain					
Select details to support topic			Introduce	Focus	Focus	Maintain					
Use webs and graphic organizers to organize writing with beginning, middle, and end			Introduce	Focus	Focus	Maintain					
Convey personal interest in the topic			Introduce	Focus	Maintain						
Use everyday words well			Introduce	Focus	Maintain						
Use words that create pictures for reader			Introduce	Focus	Focus	Maintain					
Experiment with a variety of sentence patterns			Introduce	Focus	Focus	Maintain					
Publish selected pieces of writing			Introduce	Focus	Focus	Maintain					
<b>Genre focus</b>											
Write a variety of narratives			Introduce	Focus	Maintain						
Write poetry			Introduce	Focus	Maintain						
Write friendly letters			Introduce	Focus	Maintain						
<b>In third grade, all students will</b>											
<b>Oral development</b>											
Demonstrate techniques for effective conversations and small group discussions (e.g., paraphrasing, questioning for clarification, agreeing and disagreeing with others in an appropriate manner)				Introduce	Focus	Focus	Maintain				
<b>Writing process</b>											
Organize with main idea and supporting details				Introduce	Focus	Maintain					
Use interesting leads and transition words for cohesion				Introduce	Focus	Focus	Maintain				
Use a variety of voices for different purposes and audiences				Introduce	Focus	Focus	Maintain				
Use strong verbs, synonyms, and antonyms				Introduce	Focus	Focus	Maintain				
Use a variety of sentence beginnings				Introduce	Focus	Focus	Maintain				
<b>Genre focus</b>											
Write descriptions, nonfiction paragraphs, directions, and poetry				Introduce	Focus	Maintain					
Write summaries and text responses				Introduce	Focus	Maintain					
Write fiction (e.g., poetry, narrative) with a strong beginning, middle, and end				Introduce	Focus	Maintain					
Respond to and make personal connections with facts, characters, and situations in literature				Introduce	Focus	Focus	Maintain				

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<b>In fourth grade, all students will</b>											
<b>Oral development</b>					Introduce	Focus	Focus	Maintain			
Communicate effectively by sharing ideas; offering advice, opinion, and information; and reacting to contributions of others					Introduce	Focus	Focus	Maintain			
Prepare and deliver oral presentations and dramatic readings					Introduce	Focus	Focus	Maintain			
<b>Writing process</b>					Introduce	Focus	Maintain				
Use interesting and supportive details					Introduce	Focus	Focus	Maintain			
Use topic sentences and supporting details to organize writing into a paragraph					Introduce	Focus	Focus	Maintain			
Use a variety of sentence structures					Introduce	Focus	Focus	Maintain			
Write strong conclusions					Introduce	Focus	Focus	Maintain			
<b>Genre focus</b>					Introduce	Focus	Maintain				
Publish a variety of genres					Introduce	Focus	Maintain				
Write summaries, research reports, poetry, persuasive essays, and autobiographies					Introduce	Focus	Maintain				
<i>Narrative</i>					Introduce	Focus	Maintain				
Establish a clear setting and plot					Introduce	Focus	Maintain				
<i>Persuasive</i>					Introduce	Focus	Maintain				
State a clear position					Introduce	Focus	Maintain				

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Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In fifth grade, all students will</b>											
<b>Oral development</b>											
Prepare and present clearly focused informational talks appropriate for the audience						Introduce	Focus	Focus	Maintain		
<b>Writing process</b>											
Use a variety of graphic organizers to generate ideas for writing						Introduce	Focus	Maintain			
Identify and understand different voices in writing						Introduce	Focus	Maintain			
Use a consistent voice						Introduce	Focus	Maintain			
Develop clear, concise ideas						Introduce	Focus	Maintain			
Use personification, simile, and metaphors						Introduce	Focus	Maintain			
Mix long and short sentences to create rhythm and variety						Introduce	Focus	Maintain			
Use paragraphs to develop complete, separate ideas						Introduce	Focus	Maintain			
Use direct feedback to revise compositions						Introduce	Focus	Maintain			
Edit for voice, grammar, punctuation, capitalization, and spelling						Introduce	Focus	Maintain			
<b>Genre focus</b>											
Write letters of request, research essays, memoirs, and persuasive essays						Introduce	Focus	Maintain			
Write a focused piece for a specific purpose and audience						Introduce	Focus	Maintain			
<i>Expository</i>											
Identify purpose or thesis and stay on topic						Introduce	Focus	Maintain			
Develop topic with appropriate facts, details, examples, and explanations						Introduce	Focus	Maintain			
<i>Narrative</i>											
Create an organizational structure that balances and unifies all narrative aspects of the story						Introduce	Focus	Maintain			
<i>Persuasive</i>											
Arrange details and reasons persuasively						Introduce	Focus	Maintain			
Write to support an idea, clarify a point, or influence an audience						Introduce	Focus	Focus	Maintain		
<i>Literary response</i>											
Answer discussion questions						Introduce	Focus	Focus	Maintain		
Respond to significant issues and themes from the text						Introduce	Focus	Focus	Maintain		

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<b>In sixth grade, all students will</b>											
<b>Oral development</b>											
Use basic elements of persuasive language to influence a conversational partner or other audiences							Introduce	Focus	Focus	Maintain	
<b>Writing process</b>											
Develop ideas that create a vivid impression, make a clear point, or tell a whole story							Introduce	Focus	Focus	Maintain	
Develop tone and flavor that fit the topic, purpose, and audience							Introduce	Focus	Maintain		
Participate in peer response groups							Introduce	Focus	Maintain		
<b>Genre focus</b>											
Maintain a writing journal with idea lists							Introduce	Focus	Maintain		
<i>Expository</i>											
Identify and define a problem in a way appropriate to the intended audience							Introduce	Focus	Maintain		
Describe at least one solution to a problem							Introduce	Focus	Maintain		
<i>Narrative</i>											
Develop multiple characters							Introduce	Focus	Maintain		
Use major and minor sensory details, concrete language, dialogue, and suspense as narrative devices							Introduce	Focus	Maintain		
<i>Persuasive</i>											
Validate arguments and conclusions with organized and relevant evidence							Introduce	Focus	Maintain		
<i>Literary response</i>											
Write a summary of a book that includes descriptions of characters, plot, conflict, and conclusion							Introduce	Focus	Maintain		
<i>Correspondence</i>											
Include and use correctly date, address, greeting, and closing of a letter							Introduce	Focus	Maintain		
State the purpose of a letter or communication							Introduce	Focus	Maintain		
Correctly address envelopes and digital communication							Introduce	Focus	Maintain		

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## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In seventh grade, all students will</b>											
<b>Oral development</b>											
Use fictional, dramatic, and poetic techniques in speaking and oral presentations								Introduce	Focus	Focus	Maintain
Deliver focused, coherent presentations and dramatizations for a variety of audiences								Introduce	Focus	Focus	Maintain
<b>Writing process</b>											
Organize with pacing that is natural, varied, and appropriate to the topic								Introduce	Focus	Maintain	
Organize sentences in chronological, cause-and-effect, and problem-solution orders								Introduce	Focus	Maintain	
Develop a style that clearly identifies the writer								Introduce	Focus	Maintain	
Use figurative language and memorable phrasing								Introduce	Focus	Maintain	
Use lively verbs, giving the work energy and power								Introduce	Focus	Maintain	
Connect thoughts and ideas through purposeful sentence beginnings								Introduce	Focus	Maintain	
Take notes for writing using a variety of formats								Introduce	Focus	Maintain	
Develop segues that connect paragraphs, thoughts, or sections of a written work								Introduce	Focus	Maintain	
Check for a consistent point of view and transitions between paragraphs								Introduce	Focus	Maintain	
Use self-assessment to set and achieve goals as a writer								Introduce	Focus	Maintain	
Edit for clarity, word choice, language usage, and syntax								Introduce	Focus	Maintain	
Incorporate photos, illustrations, charts, and graphs								Introduce	Focus	Maintain	
<b>Genre focus</b>											
<i>Expository</i>											
Exclude extraneous and inappropriate information								Introduce	Focus	Maintain	
<i>Narrative</i>											
Provide insight into why incident is memorable								Introduce	Focus	Maintain	
Develop a standard plot line that includes a beginning, conflict, rising action, climax, and conclusion								Introduce	Focus	Maintain	
Use specific action, movement, gestures, and expressions as narrative devices								Introduce	Focus	Maintain	
<i>Persuasive</i>											
Exclude irrelevant information and arguments								Introduce	Focus	Maintain	
Cite sources of information as appropriate								Introduce	Focus	Maintain	
<i>Literary response</i>											
Describe an initial impression of a text								Introduce	Focus	Maintain	
Support judgments with references to a text								Introduce	Focus	Maintain	
Anticipate and answer a reader's questions								Introduce	Focus	Maintain	
Write a book summary that organizes interpretation around several clear ideas								Introduce	Focus	Maintain	
<i>Correspondence</i>											
Provide supporting ideas, evidence, and details for the purpose of the communication								Introduce	Focus	Maintain	
Use business letter format								Introduce	Focus	Maintain	
Relate opinions, problems, requests, or compliments								Introduce	Focus	Maintain	
Receive and reply to digital communication								Introduce	Focus	Maintain	

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In eighth grade, all students will</b>											
<b>Oral development</b>									Introduce	Focus	Focus Maintain
Emphasize salient points to assist listener in following the main idea and concepts											
<b>Writing process</b>									Introduce	Focus	Focus Maintain
Record key information from listening, reading, or discussion in coherent notes											
Create and organize a structure appropriate to needs and interests of a specific audience									Introduce	Focus	Maintain
Use quality details that consistently inform or engage reader or expand reader's thinking									Introduce	Focus	Maintain
Use information and ideas from primary and secondary sources accurately and coherently									Introduce	Focus Maintain	
Use fragments appropriately to add style									Introduce	Focus	Maintain
Develop provocative, lively, and compelling voice									Introduce	Focus	Maintain
Develop technical and scientific voice appropriate for intended audience									Introduce	Focus Maintain	
Integrate quotations and citations into a written text while maintaining flow of ideas										Introduce Focus	Maintain
Apply criteria generated by self and others to evaluate and make changes									Introduce	Focus	Maintain
Proofread using reference materials, word processor, and other resources									Introduce	Focus	Maintain
Edit text with consideration for type of publication and audience									Introduce	Focus	Maintain
Consider paragraphs, margins, indentations, and fonts in page formatting									Introduce	Focus	Maintain
Use a word processor to publish written work									Introduce	Focus	Maintain
<b>Genre focus</b>											
<i>Expository</i>											
Identify and use appropriate source materials									Introduce	Focus	Maintain
Describe at least two solutions to a problem									Introduce	Focus	Maintain
<i>Narrative</i>											
Reveal personal attitude towards an incident									Introduce	Focus	Maintain
<i>Persuasive</i>											
Include a well-defined thesis that makes a clear and knowledgeable judgment									Introduce	Focus	Maintain
Differentiate between facts and opinion									Introduce	Focus	Maintain
Anticipate and address reader concerns and counter-arguments									Introduce	Focus	Maintain
<i>Literary response</i>											
Advance a judgment about a text that includes a well-defined thesis									Introduce	Focus	Maintain
Support judgments about text with references to other works, other authors, non-print media, and personal knowledge									Introduce	Focus	Maintain
<i>Correspondence</i>											
Use precise vocabulary appropriate to the context of the communication									Introduce	Focus	Maintain

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In ninth grade, all students will</b>											
<b>Oral development</b>										Introduce	Focus Maintain
Deliver oral presentations that include explanations and definitions according to the audience's knowledge of the topic, interest in the topic, and expected ability to use information											
<b>Writing process</b>										Introduce	Focus Maintain
Use structured overviews to plan writing											
Rethink content, organization, and style and redraft for readability and readers' needs										Introduce	Focus Maintain
Review precision of word choice										Introduce	Focus Maintain
Use details to enliven and surprise										Introduce	Focus Maintain
Use descriptive language to create memorable images										Introduce	Focus Maintain
Use technical terms and notations accurately										Introduce	Focus Maintain
Use a checklist to guide proofreading										Introduce	Focus Maintain
Use technology to publish written work										Introduce	Focus Maintain
<b>Genre focus</b>											
<i>Expository</i>											
Synthesize and organize information from first- and second-hand sources (e.g., books, magazines, computer databases, the community)										Introduce	Focus Maintain
Use concrete details to provide a perspective on the subject being described										Introduce	Focus Maintain
<i>Narrative</i>											
Narrate a sequence of events										Introduce	Focus Maintain
Evaluate the significance of an incident										Introduce	Focus Maintain
Develop unique characters using narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, compare or contrast to other people)										Introduce	Focus Maintain
<i>Persuasive</i>											
Structure ideas and arguments in sustained, logical fashion										Introduce	Focus Maintain
Support an opinion using various forms of persuasion (factual or emotional) in writing and speaking										Introduce	Focus Maintain
Develop arguments using examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning, and compare-and-contrast reasoning										Introduce	Focus Maintain

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>Ninth grade (continued)</b>											
<i>Literary response</i>											
Respond to ambiguities, nuances, and complexities in written work										Introduce	Focus Maintain
Interpret passages of a novel in terms of significance to novel as a whole										Introduce	Focus Maintain
<i>Correspondence</i>											
Provide clear, purposeful information and address intended audience appropriately										Introduce	Focus Maintain
Write informal letters, memos, job application letters, and resumes										Introduce	Focus Maintain
<i>Technical</i>											
Write documents in a technical style (e.g., directions to create a product, recipe, directions to build a complex structure, assembly manual for computer game)										Introduce	Focus Maintain
Offer detailed and accurate specifications										Introduce	Focus Maintain
<b>By the end of tenth grade, all students will Writing process</b>											
Plan a sequence of ideas with implied connections											Introduce Focus Maintain
Explicitly consider content, organization, and style											Introduce Focus Maintain
Establish a coherent thesis that conveys a clear and distinctive perspective on the subject											Introduce Focus Maintain
Revise writing to improve organization and word choice after checking the logic of ideas and precision of vocabulary											Introduce Focus Maintain
Review tone by considering audience, purpose, and formality of context											Introduce Focus Maintain
Refine selected pieces to publish for general and specific audiences											Introduce Focus Maintain
Design documents by using advanced publishing software and graphic programs											Introduce Focus Maintain
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs											Introduce Focus Maintain
<b>Genre focus</b>											
<i>Expository</i>											
Use supporting detail, concrete images, shifting perspectives, and vantage points										Introduce	Focus
Examine the history of a subject										Introduce	Focus
Cite an anecdote to provide an example										Introduce	Focus
Illustrate through a scenario										Introduce	Focus

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 2: <i>Oral and Written Communication</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>Tenth grade (continued)</b>											
<i>Narrative</i>											
Pace actions to accommodate time or mood changes											Introduce Focus
Provide supporting descriptive detail - Specific names for people, objects, places - Visual details of scenes, objects, places - Sounds, smells, actions, gestures - Reveal interior monologue or feelings of characters											Introduce Focus
<i>Persuasive</i>											
Write compositions that articulate a position through a thesis statement; anticipate and address counter-arguments; and back up assertions using specific rhetorical devices (e.g., appeal to logic, appeal to emotion, personal anecdotes)											Introduce Focus
Address readers' biases and expectations											Introduce Focus
<i>Literary response</i>											
Interpret passages of a novel in terms of significance to novel as a whole											Introduce Focus
Evaluate aesthetic qualities of style, including impact of diction and figurative language on tone, mood, and theme											Introduce Focus
Analyze how a work of literature is related to themes and issues of its historical period											Introduce Focus
<i>Correspondence</i>											
Write email messages and create web page communications											Introduce Focus Maintain
Use appropriate vocabulary, tone, and style to account for the nature of the relationship with, and knowledge and interests of, recipient											Introduce Focus Maintain
Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact											Introduce Focus Maintain
<i>Technical</i>											
Write documents in a technical style (e.g., manual on rules of a game, procedures for conducting a meeting, minutes of a meeting, technical steps in an experiment, troubleshooting guide)											Introduce Focus Maintain
Include scenarios, definitions, and examples to aid comprehension											Introduce Focus Maintain
Anticipate readers' problems, mistakes, and misunderstandings											Introduce Focus Maintain

**Denver Public Schools**  
**Curriculum Matrix for Reading and Writing**

**Standard 3: *Oral and Written Conventional*** – Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.

**Rationale**

Recognition, understanding, and use of formal English are essential to effective communication. Students recognize, understand, and use formal English. Proficiency in this standard plays an important role in how the writer or speaker is understood or perceived. All skills in this standard are reinforced and practiced at all grade levels and should be monitored by the teacher, student, and parents to develop lifelong learning skills.

**Checkpoints**

- 3.1 Recognize, understand, and use formal grammar in speaking and writing;
- 3.2 Apply formal usage in speaking and writing;
- 3.3 Use correct sentence structure in writing;
- 3.4 Demonstrate correct punctuation, capitalization, and spelling; and
- 3.5 Recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural and dialectic variance.

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 3: <i>Oral and Written Conventionality</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In early childhood education and kindergarten, all students will</b>											
Use understandable sentence patterns in speaking	Introduce Focus	Focus	Maintain								
Use correct verb tenses and endings (e.g., <i>-ing, -ed</i> ) in speech	Introduce	Focus	Focus	Maintain							
Develop penmanship skills (e.g., grip)	Introduce	Focus	Focus	Maintain							
Write some upper and lowercase letters legibly, including own name	Introduce Focus	Focus	Maintain								
Establish top-to-bottom, left-to-right directionality, and return sweep	Introduce Focus	Focus	Maintain								
Edit for capitals and periods in shared writing	Introduce Focus	Focus	Maintain								
Use spaces between words, periods, question marks, and exclamation marks	Introduce Focus	Focus	Maintain								
Use strategy of matching sounds to letters	Introduce Focus	Focus	Maintain								
<b>In first grade, all students will</b>											
Increase variety and complexity of syntax and vocabulary		Introduce	Focus	Focus	Maintain						
Use correct verb tense and endings (e.g., <i>-ing, -ed</i> ) in speaking		Introduce	Focus	Maintain							
Use appropriate sentence patterns in speaking		Introduce	Focus	Focus	Maintain						
Use standard sentence patterns and grammar in speaking		Introduce	Focus	Maintain							
Use classroom resources as aids to spelling (e.g., word wall)		Introduce	Focus	Maintain							
Spell words on the basis of sound and spelling patterns			Introduce Focus	Focus	Maintain						
Use the correct spelling of some high-frequency words			Introduce Focus	Focus	Focus	Maintain					
Use appropriate ending punctuation (e.g., periods, questions marks, exclamation marks)		Introduce	Focus	Focus	Maintain						
Use capital letters in names, at the beginning of sentences, the word <i>I</i> , days of the week, months, and holidays		Introduce	Introduce Focus	Maintain							

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 3: <i>Oral and Written Conventionality</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In second grade, all students will</b>											
Share complete thoughts using appropriate conventions of speech, including subject-verb agreement			Introduce	Focus	Focus	Maintain					
Understand and use basic idiomatic expressions when appropriate			Introduce	Focus	Focus	Maintain					
Use complex sentence patterns and conventional grammar in speaking			Introduce	Focus	Maintain						
Use resources as aids to spelling (e.g., dictionaries, thesaurus)				Introduce Focus	Focus	Maintain					
Capitalize titles, some abbreviations, and proper nouns				Introduce Focus	Focus Maintain	Maintain					
Use appropriate punctuation (e.g., commas, quotation marks, apostrophes)				Introduce	Focus	Maintain					
Use spelling strategies (e.g., words parts, prefixes and suffixes, chunking) and correct spelling of high-frequency words				Introduce Focus	Maintain						
<b>In third, fourth, and fifth grades, all students will</b>											
Use expanded vocabulary to clearly express thoughts and share information				Introduce	Focus	Focus	Maintain				
Use a full range of language patterns, including complex-compound clauses and tense, correctly				Introduce	Focus	Focus	Maintain				
Communicate competently and conventionally in social and academic settings				Introduce	Focus	Focus	Maintain				
Indent paragraphs				Introduce	Focus	Focus	Focus	Maintain			
Write legibly in cursive				Introduce	Focus	Focus	Focus	Maintain			
Use a variety of spelling strategies and tools flexibly and independently				Introduce	Focus	Focus	Focus	Maintain			
Use complex punctuation appropriately (e.g., colons, semicolons, subordinate clauses)				Introduce	Focus	Focus	Focus	Maintain			
Capitalize appropriately for various genres (e.g., letters, nonfiction headings)				Introduce	Focus	Focus	Focus	Maintain			
Use standard grammar in writing, including subject-verb agreement and pronoun referents				Introduce	Focus	Focus	Focus	Maintain			

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 3: <i>Oral and Written Conventionality</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In sixth, seventh, and eighth grades, all students will</b>											
Identify and use parts of speech appropriately							Introduce	Focus	Focus	Maintain	
Use extensive vocabulary, including some abstract and specialized content-area words							Introduce	Focus	Focus	Maintain	
Use colloquial language when appropriate							Introduce	Focus	Focus	Maintain	
Recognize cultural and dialectical variance							Introduce	Focus	Focus	Maintain	
Apply capitalization rules appropriately							Introduce	Focus	Focus	Focus	Maintain
Use active or passive voice when appropriate							Introduce	Focus	Focus	Focus	Maintain
Write with clarity using standard English conventions and appropriate grammar							Introduce	Focus	Focus	Focus	Maintain
Use complex punctuation (e.g., commas, colons, semicolons, quotation marks, hyphens, dashes, brackets) with greater precision							Introduce	Focus	Focus	Focus	Maintain
Use subordination, coordination, and apposition to indicate clear relationships between ideas							Introduce	Focus	Focus	Focus	Maintain
Accurately use commonly confused terms in written compositions (e.g., <i>affect</i> and <i>effect</i> )							Introduce	Focus	Focus	Focus	Maintain
Use simple, compound, complex, and compound-complex sentences in writing and speaking with correct grammar							Introduce	Focus	Focus	Focus	Maintain
<b>By the end of tenth grade, all students will</b>											
Use dialectical, idiomatic, and colloquial language appropriately										Introduce	Focus Maintain
Understand various forms of formal usage, including cultural and dialectical variance										Introduce	Focus Maintain
Articulate how bias of dialect or accent can impact personal and professional opportunities										Introduce	Focus Maintain
Use conventional writing accurately as applied to different genres										Introduce	Focus Maintain

**Denver Public Schools**  
**Curriculum Matrix for Reading and Writing**

**Standard 4: *Higher-Level Thinking Skills*** – Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

**Rationale**

Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author's, playwright's, speaker's, or director's purpose and perspectives, students practice and improve their higher-level thinking skills. Students need to recognize and evaluate different points of view and to follow a line of reasoning to a logical conclusion. Students need to evaluate their writing and reading skills and work toward improvement.

**Checkpoints**

- 4.1 Make predictions, analyze, draw conclusions, and discriminate between fact and opinion in their reading, writing, speaking, listening, and viewing;
- 4.2 Use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills;
- 4.3 Recognize, express, and defend points of view orally and in writing;
- 4.4 Identify the purpose, perspective, and historical and cultural influence of a speaker, author, or director; and
- 4.5 Evaluate the reliability, accuracy, and relevancy of information.

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

### Implementation of Standard 4

Isolated instruction in thinking skills has a limited effect on students' abilities to think critically. Thinking well requires more than knowing a selected set of strategies or techniques for problem solving. It requires knowing when these strategies are appropriate, and it requires the motivation to apply them, even though they may involve more effort than routine performances. This implies that higher order skills must be an integral part of the school program from kindergarten through the 12<sup>th</sup> grade in every subject matter at every developmental stage, regardless of language proficiency or academic placement. Throughout their schooling experiences, students must be expected to:

- Recognize an author's or speaker's point of view and purpose;
- Separate fact from opinion;
- Use reading and writing to define a problem, evaluate options, and propose a solution;
- Predict and draw conclusions; and
- Evaluate written, oral, and visual presentations as a reader, listener, and speaker.

Students need opportunities to develop more and more sophistication with these key skills.

Some key features\* of higher order thinking include:

- Higher order thinking tends to be *complex*. The total path is not "visible" from any single vantage point.
- Higher order thinking often yields *multiple solutions*, each with costs and benefits, rather than unique solutions.
- Higher order thinking involves *nuanced judgment* and interpretation.
- Higher order thinking involves the application of *multiple criteria*, which sometimes conflict with one another.
- Higher order thinking often involves *uncertainty*. Not everything that bears on the task at hand is known.
- Higher order thinking involves *self-regulation* of the thinking process. We do not recognize higher order thinking in an individual when someone else "calls the plays" at every step.
- Higher order thinking involves *imposing meaning*, finding structure in apparent disorder.
- Higher order thinking is *effortful*. There is considerable mental work involved in the kinds of elaborations and judgments required.
- Higher order thinking is *nonalgorithmic*. That is, the path of action is not fully specified in advance.

\* *From Education and Learning to Think* (1987) by Lauren Resnick

## Denver Public Schools Curriculum Matrix for Reading and Writing

**Standard 5: *Research*** – Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.

### **Rationale**

In this age of technology, people need reading and information-retrieval skills that will enable them to access facts, images, and text from many sources. The sheer volume of data makes it necessary for information seekers to be able to navigate through a maze of facts, figures, and images and to identify what is useful and relevant.

Knowing how to locate, evaluate, and make use of an ever-increasing amount of information demands a broader repertoire of reading strategies. This implies an expanded definition of literacy that includes reading for information in a technological age. Students need to become discerning consumers of information in the workplace as well as in civic life.

### **Checkpoints**

- 5.1 Select relevant material for reading, writing, and speaking purposes;
- 5.2 Understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading, writing, speaking, and listening purposes;
- 5.3 Paraphrase, summarize, organize, evaluate, and synthesize information;
- 5.4 Cite others' ideas, images, or information from primary, print, and electronic resources; and
- 5.5 Use information to produce a quality product in an appropriate format.

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 5: <i>Research</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In early childhood education and kindergarten, all students will</b>											
Locate, choose, and identify fiction and nonfiction books in classroom and media center	Introduce	Focus	Focus	Maintain							
Identify and discuss information in pictures	Introduce Focus	Focus	Focus	Maintain							
Discuss or illustrate information in books read aloud	Introduce Focus	Focus	Focus	Maintain							
Identify information given on title page	Introduce Focus	Focus	Maintain								
<b>In first grade, all students will</b>											
Use picture dictionaries and alphabetical order to locate words		Introduce	Focus	Maintain							
Demonstrate understanding of a research topic by creating a research question		Introduce	Focus	Focus	Maintain						
Become familiar with circulation procedures		Introduce	Focus	Maintain							
Select a book from a range of choices for specific purpose			Introduce Focus	Focus	Focus	Maintain					
Identify reference resources (e.g., atlas, globe, maps, Internet)		Introduce	Focus	Maintain							
<b>In second grade, all students will</b>											
Use reference materials to locate specific facts				Introduce Focus	Focus	Maintain					
Use call numbers to locate books				Introduce Focus	Focus	Maintain					
Use tools of the text (e.g., table of contents, chapter titles, charts, diagrams, maps, tables, index headings, subheadings) to locate and select relevant information				Introduce Focus	Focus	Maintain					
Take simple notes				Introduce Focus	Focus	Maintain					
<b>In third, fourth, and fifth grades, all students will</b>											
Use bibliographic information to locate materials by title, author, or subject				Introduce	Focus	Focus	Focus	Maintain			
Use encyclopedias, thesauri, dictionary, newspapers, magazines, and the Internet to locate specific information				Introduce	Focus	Focus	Focus	Maintain			
Select a topic to research, create a research question, plan research steps, skim and scan for information from at least two sources, cite resources used, and present information in an organized format				Introduce	Focus	Focus	Focus	Maintain			
Identify the most appropriate reference source for a specific purpose				Introduce	Focus	Focus	Focus	Maintain			
Cite others' work by creating a simple bibliography				Introduce	Focus	Focus	Maintain				

## Denver Public Schools Curriculum Matrix for Reading and Writing

Standard 5: <i>Research</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In sixth, seventh, and eighth grades, all students will</b>											
Use primary and secondary sources to gather information							Introduce	Focus	Focus	Focus	Maintain
Paraphrase, summarize, organize, evaluate, and synthesize information from primary and secondary sources							Introduce	Focus	Focus	Focus	Maintain
Select a topic to research, create a research question, plan research steps, gather information from multiple sources, cite information using a standard bibliographic format, and present information in an organized format using charts, graphs, tables, or maps							Introduce	Focus	Focus	Focus	Maintain
Use tools of the text (e.g., prefaces, annotations, bold face print, appendices) to locate and select relevant information							Introduce	Focus	Focus	Focus	Maintain
Compare and contrast genres (e.g., reports, procedures, biographies, narratives, advertisements, dramas, documentaries, reviews, propaganda, editorials)							Introduce	Focus	Focus	Focus	Maintain
Evaluate best use of different search engines for specific topics							Introduce	Focus	Focus	Focus	Maintain
<b>In ninth and tenth grades, all students will</b>											
Evaluate information for specific needs, validity, credibility, and purpose										Introduce	Focus Maintain
Cite references in proper format and recognize copyright as protection										Introduce	Focus Maintain

**Denver Public Schools**  
**Curriculum Matrix for Reading and Writing**

**Standard 6: *Literature to Understand Human Experience*** – Students read and recognize literature as a record of human experience.

**Rationale**

Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of the beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in this country and helps students develop an understanding of the national experience. The study of classic and contemporary literature from throughout the world broadens students’ perspectives of the human experience. A comprehensive literature program fosters habits of reading that carry over into adult life.

**Checkpoints**

- 6.1 Know and use literary terminology;
- 6.2 Read literature to investigate common issues and interests in relation to self and others;
- 6.3 Read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
- 6.4 Read literature that reflects the uniqueness, diversity, and integrity of the American experience;
- 6.5 Read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups; and
- 6.6 Read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

# Denver Public Schools

## Curriculum Matrix for Reading and Writing

Standard 6: <i>Literature to Understand Human Experience</i>	ECE	Kinder- garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth and Tenth Grade
<b>In early childhood education and kindergarten, all students will</b>											
Develop an awareness of similarities and differences between personal experiences and those in literature		Introduce Focus	Focus	Maintain							
Connects books to own experience during class discussions	Introduce	Focus	Maintain								
Listen and respond to literature from a variety of cultures	Introduce	Focus	Focus	Maintain							
<b>In first grade, all students will</b>											
Identify and describe elements of literature (e.g., problem and solution, characters, setting)		Introduce	Focus	Maintain							
Read, respond to, and discuss a variety of literature (e.g., folk tales, legends, myths, fiction, rhymes and poems, nonfiction, and content-area reading)		Introduce	Focus	Maintain							
Recognize through literature the commonalities and differences among people		Introduce	Focus	Focus	Maintain						
<b>In second grade, all students will</b>											
Compare and contrast elements of literature (e.g., character, setting, problem, solution)			Introduce	Focus	Focus	Maintain					
Compare tales from different cultures			Introduce	Focus	Maintain						
Explain why literature is liked and disliked during class discussions			Introduce	Focus	Maintain						
Use text to understand current and historical events			Introduce	Focus	Focus	Maintain					
<b>In third grade, all students will</b>											
Use literary terminology (e.g., character attributes, point of view, simile)				Introduce	Focus	Maintain					
Respond and make connections with facts, characters, and situations from a variety of texts				Introduce	Focus	Focus	Maintain				
Identify unique characteristics of a culture as presented in literature				Introduce	Focus	Maintain					
<b>In fourth grade, all students will</b>											
Use literary terminology (e.g., character motives, plot, description, metaphor)					Introduce	Focus	Maintain				
Identify elements within literature that indicate it is from a specific culture or historical period						Introduce	Focus	Maintain			
Describe common human experiences as they exist in diverse cultural traditions					Introduce	Focus	Maintain				
<b>In fifth grade, all students will</b>											
Use literary terminology (e.g., conflict, climax, theme)						Introduce	Focus	Maintain			
Make inferences regarding the qualities and motives of characters and the consequences of their actions in various historical contexts						Introduce	Focus	Maintain			
Compare common themes in literature from various cultural perspectives						Introduce	Focus	Maintain			

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<b>In sixth grade, all students will</b>											
Identify and describe complex elements of plot (e.g., cause and effect, resolutions)							Introduce	Focus	Maintain		
Identify narrator's point of view and dialect in a literary text							Introduce	Focus	Maintain		
Compare and contrast literature using setting, character, conflict, plot, resolution, dialect, and point of view							Introduce	Focus	Maintain		
Identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme							Introduce	Focus	Maintain		
Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, friendship, character, effects of loneliness)							Introduce	Focus	Maintain		
Analyze a common literary theme from a variety of perspectives representing diverse traditions and ethnic groups							Introduce	Focus	Maintain		
<b>In seventh grade, all students will</b>											
Know defining characteristics of supernatural tales, myths, poems, autobiographies, and biographies								Introduce	Focus	Maintain	
Recognize techniques used to develop characters in literary texts								Introduce	Focus	Maintain	
Make inferences and draw conclusions about story elements (e.g., main and subordinate characters, events, setting, theme, missing detail)								Introduce	Focus	Maintain	
Analyze a historical event through literature representing various cultural perspectives								Introduce	Focus	Maintain	
<b>In eighth grade, all students will</b>											
Understand complex extended dialogues and how they relate to a story									Introduce	Focus	Maintain
Recognize the use of specific literary devices (e.g., foreshadowing, flashback, progressive and digressive time, suspense, figurative language)									Introduce	Focus	Maintain
Compare and contrast the defining characteristics of a variety of literary forms and genres in fictions (e.g., plays, science fiction) and nonfiction (e.g., biographies, autobiographies)									Introduce	Focus	Maintain
Compare characteristics of literature translated into English from diverse traditions									Introduce	Focus	Maintain
Compare a variety of genres by authors from diverse cultures									Introduce	Focus	Maintain
Analyze texts with conflicting points of view to gain a more complete understanding of familiar and unfamiliar events									Introduce	Focus	Focus Maintain

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<b>In ninth grade, all students will</b>											
Evaluate effects of complex literary devices and techniques on a work's overall quality										Introduce	Focus Maintain
Describe the defining characteristics of satires and parodies										Introduce	Focus Maintain
Compare and contrast the defining characteristics of a variety of informational texts (e.g., essays, primary source historical documents, catalogs, job-related materials, speeches, memoranda)										Introduce	Focus Maintain
Relate personal response to the text with the author's intended response										Introduce	Focus Maintain
Understand historical and cultural influences on literary works										Introduce	Focus Maintain
Read historical documents, texts, literature, and poetry and describe how these reveal cultural contexts and practices										Introduce	Focus Maintain
<b>By the end of tenth grade, all students will</b>											
Evaluate the effectiveness of complex elements of plot (e.g., time frame, cause-and-effect relationships, conflict and resolution, progressive and regressive time)											Introduce Focus Maintain
Analyze the simple and complex actions, such as internal or external conflicts, between main and subordinate characters in texts											Introduce Focus Maintain
Recognize archetypes and symbols across literary texts											Focus Maintain
Analyze how authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings											Introduce Focus Maintain
Identify logical weaknesses or fallacies in text										Introduce	Focus
Analyze events through literature representing various cultural perspectives and socioeconomic groups											Introduce Focus Maintain