

ELD MATRIX OF GRAMMATICAL FORMS

The following *ELD Matrix of Grammatical Forms* was created as a reference tool to organize the marvelous and sometimes maddening complexities of English grammar. It is aligned to the California English Language Development Standards and identifies the grammatical tools students need in order to accomplish the competencies described there.

The ELD Matrix provides a detailed scope and sequence of grammatical forms to teach and practice across five levels of proficiency. Students must learn to use these tools in their journey toward becoming fully competent users of English.

English grammar is complex. There are various ways of looking at grammar and overlapping categories of words. In determining a teacher-friendly organization for this *ELD Matrix*, we relied on the feedback of countless teachers of English learners, our own backgrounds, and many grammar resources written for both native English-speakers and second language learners. We have organized it based on a well-recognized progression of language knowledge and have attempted to summarize information that fills volumes in just three pages.

While obviously not exhaustive, the *ELD Matrix* includes many illustrative examples to help illuminate some important details of language use. We offer it as a helpful resource and provide a list of additional resources in the appendix of this handbook.

A CAUTION Do not consider this progression to be static or use it to limit children. Students have real world needs and experiences that regularly take them into grammatical forms in higher levels. Help them navigate. They also often have gaps and need to learn grammatical forms from the level before their current one. Fill the gaps. We need to *both* teach and provide support in using language as communicative needs arise *and* systematically provide engaging instruction, practice, and application at their current level.

Organization of the ELD Matrix of Grammatical Forms

Each column of the matrix lays out what teachers should teach and students should learn at that level of proficiency. Each row lays out the progression for each part of speech across levels of proficiency.

Page One	● VERBS: Describing actions & states of being
Page Two	● NOUNS & ARTICLES: Naming people, places & things ● PRONOUNS: Re-naming people, places & things ● PREPOSITIONS: Connecting ideas
Page Three	● CONJUNCTIONS: Connecting ideas ● ADJECTIVES: Describing what kind, how many, how much, which one ● ADVERBS: Describing when, where, how, why

ELD MATRIX OF GRAMMATICAL FORMS

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
DESCRIBING ACTIONS & STATES OF BEING: VERBS	<p>Understand and begin to produce the following verbs for observable actions and descriptions:</p> <p>Present tense</p> <ul style="list-style-type: none"> • be • have • like • need • want <p>Respond to routine <i>can</i> and <i>do</i> questions with an action or orally (yes/no, single word) <i>Can I help you? Do you need a ___? Can a bird fly? Does a square have three sides?</i></p> <p>Present progressive-statements <i>Ex: walking, Is reading, She is running.</i></p> <p>Imperative (receptive) <i>Ex: point to, pick up, stand up</i></p> <p>Auxiliary Uses <i>can</i> in simple statements with concrete verbs: <i>She <u>can</u> read. Birds <u>can</u> fly.</i></p>	<p>Learn to understand and produce for observable actions and descriptions:</p> <p>Present tense <i>Including: be, do, have, need, see, know run, draw, make (I <u>like</u> my dog, She <u>likes</u> cats. He <u>is</u> a boy. I <u>have</u> two sisters.)</i></p> <p>Present progressive statements & questions <i>Ex: play, read, work, eat, drink (She is laughing. Is she reading?)</i></p> <p>Past progressive statements & questions <i>was, were (Ex: was walking, were walking)</i></p> <p>Routine statements & questions using <i>who, what, where, when</i> and <i>how</i>. (<i>What is your name? What can a dog do? A dog can bark. How old are you? How are you? Where is ___? I like baseball. She is my sister.</i>)</p> <p>Statements and questions with <i>there is</i> and <i>there are</i></p> <p>Future tense statements and questions <i>going to, will</i></p> <p>Imperatives such as: <i>Please be quiet. Play soccer with me. Bring your book.</i></p> <p>Auxiliary <i>do, and can</i> in routine questions and statements. (<i>Do you have/need a pencil? How do you spell your name? Can you see the board? Yes, I can. Can you help me? I can help you. May I go to the bathroom?</i>)</p>	<p>Learn to understand and produce regular & irregular past tense verbs in:</p> <ul style="list-style-type: none"> ▪ Positive/negative statements <i>Ex: lived, walked, went, did not live, did not go (He talked on the phone. She saw her friend yesterday.)</i> ▪ Positive/negative question <i>Ex: were/weren't, did/didn't, could/couldn't, was/wasn't</i> <p>Negative present and past progressive <i>Ex: was/were not, were not walking</i></p> <p>Contractions <i>Ex: I'm, she's, I'll, we'll, can't, wasn't, weren't, isn't</i></p> <p>Present perfect tense with routine statements and questions <i>have/ has + past participle: (She <u>has been</u> in my group since November.)</i></p> <p>Formulating Questions (past, present, future) with <i>who, what, where, when, how many, how much, why (How much is it?)</i></p> <p><i>Formulating above questions with do and does (How much does it cost?)</i></p> <p>Statements and questions with <i>there was</i> and <i>there were</i></p> <p>Imperatives such as: <i>Stop doing that, please. Let's play soccer now.</i></p> <p>Auxiliary verbs <i>may, might, must, should, could, would (You should study. I might be late. We could divide by 5. Would you...?)</i></p> <p>Exclamations such as: <i>What a great idea! That's not fair.</i></p> <p>Simple idioms such as: <i>Give me a break. It's raining cats and dogs.</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p>Present & past perfect <i>have/has/had + past participle</i></p> <p>Positive/negative statements: <i>I <u>have</u> studied ballet <u>since</u> I was six. Kennedy <u>hadn't been</u> president long.</i></p> <p>Questions <i>How long <u>have</u> you ___?</i></p> <p>Phrasal verbs <i>Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.</i></p> <p>Statements and questions with <i>there will be/there has been</i></p> <p>Conditional statements and questions using <i>if</i> and auxiliary verbs <i>would, will, may, might, must, can could, should (If we see a brown bear, we <u>will</u> not feed him. We <u>can</u> make it to the show <u>if</u> we leave now. <u>If</u> we left now, we <u>would</u> be on time. <u>If</u> you <u>don't</u>...)</i></p> <p>Synonyms <i>Ex: responded/cried; stroll/ hike/march</i></p> <p>Exclamations such as: <i>You have got to be kidding! That's unbelievable!</i></p> <p>Less obvious idioms such as: <i>Hit the ceiling, scared silly, lend me a hand</i></p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p>Progressive, future and conditional perfect tenses <i>She <u>has been</u> studying. She <u>will have been</u> studying, <u>If</u> she <u>had</u> studied, she <u>would have</u> done better.</i></p> <p>Phrasal verbs with multiple meanings (often idiomatic) <i>Ex: make up (your mind, a story, the class, your face, with a friend).</i></p> <p>Passive voice <i>It was written by... This picture of a grizzly bear <u>was taken by</u> my grandfather.</i></p> <p>Conditional statements using <i>unless</i>: <i>Unless I turn in my essay, I <u>won't</u> be able to go to recess.</i></p> <p>Auxiliary: <i>ought, will/shall (We ought to check in the book.)</i></p> <p>Prefer <i>to/would</i> rather</p> <p>Exclamation such as: <i>That's beyond belief!</i></p>

ELD MATRIX OF GRAMMATICAL FORMS

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
NAMING PEOPLE, PLACES, THINGS: NOUNS & ARTICLES	<p>Common singular and plural nouns and articles <i>Note: use with appropriate article as a pair (i.e. the book, an orange)</i></p>	<p>Common singular and plural nouns and articles <i>Note: use with appropriate article as a pair (Ex: a pencil, an oval, the ball)</i></p> <p>Collective nouns <i>Ex: team, group</i></p> <p>Difficult plurals <i>Ex: boxes, roses, faces</i></p>	<p>Articles for specific & general nouns (<i>Ex: <u>the</u> best song, <u>a</u> good song; <u>the</u> answer, <u>an</u> answer)</i></p> <p>Uncountable nouns <i>Ex: some water, a lot of chocolate, a little glitter</i></p> <p>Possessive nouns <i>Ex: teacher's, friend's</i></p> <p>Collective nouns <i>Ex: flock, box of _____, bunch of kids, flowers,</i></p> <p>Irregular plurals <i>Ex: fish, teeth, mice</i></p> <p>Derivational <i>Ex: sad, sadness</i></p>	<p>Content area abstract nouns <i>Ex: democracy, safety, freedom</i></p> <p>Derivational <i>Ex: converse, conversation</i></p> <p>Derivational verb to noun gerunds <i>Walking is healthy. Feeding bears is not a good idea.</i></p>	<p>Figurative language using metaphors, similes such as: <i>Love is a rose. She runs like a cheetah.</i></p>
RE-NAMING PEOPLE, PLACES & THINGS: PRONOUNS	<p>Subject pronouns <i>I, you, he, she, it, we, they</i></p> <p>Possessive pronouns <i>my, your</i></p>	<p>Object pronouns <i>me, you, her, him, it, us, them</i></p> <p>Possessive pronouns <i>her, his, our, their (Our ball, her book, their team)</i></p> <p>Demonstrative pronouns used in routine statements and questions <i>Ex: Is this _____? This is _____.</i></p>	<p>Demonstrative pronouns <i>this, that, these, those (Ex: <u>Those</u> are his. <u>These</u> are mine.)</i></p> <p>Possessive pronouns <i>my/mine, your/ yours, her/hers, his, our/ours, their/ theirs. It's my lunch. It's mine.</i></p> <p>Questions with <i>whose</i> and <i>which (Whose shoes are these? They're his.)</i></p>	<p>Reflexive pronouns (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>)</p> <p>Reciprocal pronouns <i>each other, one another</i></p> <p>Indefinite pronouns (<i>some/any/no/every + body/one/THING/where</i>)</p>	<p>Relative pronouns used to introduce an adjective clause with <i>who, whom, whose, which, that</i></p>
CONNECTING IDEAS: PREPOSITIONS	<p>Location <i>on, off, in, out</i></p> <p>Direction <i>up, down</i></p>	<p>Location such as: <i>inside, outside, at, next to, beside, between, behind, above, below, under</i></p> <p>Direction such as: <i>over, under, through, across, around, into</i></p> <p>Time such as: <i>before, after</i></p>	<p>Location such as: <i>on the left/right, in the middle of, underneath, in front of, in back of, near</i></p> <p>Direction such as: <i>to, from, toward, into, out of, through, by, past, to the left/right</i></p> <p>Time such as: <i>at [certain time], on [certain day of the week], in [certain month, season], after, before</i></p>	<p>Verb-preposition combinations, such as: <i>belong to, wait for</i></p> <p>Specialized prepositions <i>Until, since, for, against, onto</i></p> <p>Time such as: <i>during, while, from, to</i></p>	<p>Verb-preposition combinations, such as: <i>agree with, answer to, separate from</i></p>
	Teach prepositions as they occur with new verbs, adjectives: <i>turn off/on, look at/for/up, care for, differ from/with</i>				

ELD MATRIX OF GRAMMATICAL FORMS

CONNECTING IDEAS: Conjunctions	<p>To combine <i>pen and pencil, brother and sister, running and skating</i></p> <p>To combine using <i>and</i> & <i>both</i> (<i>Bats and owls both fly.</i>)</p> <p>To contrast using <i>or</i> (<i>You can use a pen or a pencil.</i>)</p>	<p>To explain: <i>because</i> (<i>I like soccer because it is fun.</i>)</p> <p>To contrast: <i>but</i> (<i>I like apples, but not bananas. Owls are birds, but bats are mammals.</i>)</p> <p>To show cause/effect: <i>Ex: so, because</i> (<i>We are selling candy so we can take a trip. The ship sank because it had a hole</i>)</p>	<p>To explain: <i>not only/but also, although</i></p> <p>To contrast: <i>however, either/or; neither/nor; yet</i></p> <p>To show cause/effect: <i>therefore</i></p>	Such as, whenever, as soon as, whether/or and whereas used to form adverb clauses which show time and cause and effect relationships.	
DESCRIBING WHAT KIND, HOW MANY, HOW MUCH, WHICH ONE: Adjectives	<p>Adjective placement <i>Ex: big cat, red ball</i></p> <p>Concrete, descriptive adjectives for number, color, size, sensory, to describe how it feels and sounds</p>	<p>Ordinal numbers <i>Ex: first, third (1st through 10th)</i></p> <p>Descriptive: <i>big, brown</i></p> <p>Comparatives <i>-er, (faster, bigger)</i></p> <p>Superlatives <i>-est, (biggest)</i></p> <p>Antonyms <i>Ex: tall/short, slow/fast, new/old</i></p>	<p>Quantities <i>Ex: few, a lot, many</i></p> <p>Comparative & superlative adjectives with special forms, such as: <i>good, better, best; bad, worse, worst; some, more, most; little, less, least</i></p> <p>Comparatives with <i>-er than</i> and <i>as...as</i> (<i>Taller than, as tall as</i>)</p> <p>Multiple adjectives (<i>dry brown soil</i>)</p> <p>Demonstrative adjectives <i>this, that, these, those</i> (<i>Ex: This book is about a whale. That one is about a horse.</i>)</p> <p>Derivation: noun to adj. (<i>care, careful</i>)</p> <p>Synonyms and antonyms such as: <i>nice, likeable, mean, evil</i></p>	<p>Quantities <i>Ex: any, much, several, each</i></p> <p>Too + adjective (<i>too red</i>)</p> <p>Similes (<i>as red as a rose</i>)</p> <p>Adjectives with <i>-ish</i> or <i>-y</i> (<i>milky, sluggish</i>)</p> <p>Synonyms and antonyms such as: <i>pleasant, agreeable, delightful, vile, despicable, enormous, gigantic</i></p>	<p>Abstract idiomatic expressions</p> <p>Abstract similes and metaphors from literature (<i>Ex: as cool as a cucumber</i>)</p> <p>Adjective clauses introduced by relative pronouns (<i>He was the teacher who taught history.</i>)</p>
DESCRIBING WHEN, WHERE, HOW, WHY: Adverbs	<p>Adverbs with -ly in routine expressions <i>Ex: slowly, loudly</i> (<i>Walk slowly/quickly to the door. Say your name quietly/loudly.</i>)</p> <p>Adverbs of time <i>Ex: yesterday, today, tomorrow</i></p> <p>Formula phrases with <i>very</i> (<i>very big, very good, very quiet</i>)</p>	<p>Adverbs with -ly <i>We walked slowly</i></p> <p>Adverbs without -ly <i>Ex: well, very, too, enough</i></p> <p>To describe frequency <i>Ex: always, never, sometimes</i></p> <p>Common verb + too (<i>Can I come, too?</i>)</p> <p>Extend speech for specificity (<i>Yesterday we walked slowly through the park.</i>)</p> <p>Modify adjective (<i>I was very late. The problem was too hard.</i>)</p>	<p>Too + adverb (<i>too fast, too carefully, too loudly</i>)</p> <p>Well vs. good (<i>Good job; well done; that was a good book; she writes well</i>)</p> <p>To describe frequency such as <i>usually, rarely, seldom, frequently, often</i></p>	<p>Adverb clauses introduced by subordinating conjunctions (<i>Clap twice whenever you hear the sound.</i>)</p> <p>Specialized adverbs such as <i>already, yet, still, anymore</i></p>	