



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Grade 5

Standard 1 - READING: Word Recognition, Fluency, and Vocabulary Development

Language minority students will listen, speak, read, and write to convey knowledge of sounds, words, word parts, and context clues.

Beginner (Level 1)

- ELL.5.1.1 Read one's own writing and begin to produce phonemes appropriately.
- ELL.5.1.2 Recognize and produce English phonemes students already know.

Early Intermediate (Level 2)

- ELL.5.1.3 Read simple, brief narrative texts and produce most phonemes correctly.
- ELL.5.1.4 Recognize common English morphemes in simple phrases and sentences.

Intermediate (Level 3)

- ELL.5.1.5 Read simple narrative and expository texts with some elements of appropriate voice and expression.
- ELL.5.1.6 Recognize and produce frequently heard synonyms and homographs.
- ELL.5.1.7 Identify similes and metaphors in simple literature.

Advanced (Level 4)

- ELL.5.1.8 Read narrative and expository text with appropriate timing, voice, and expression.
- ELL.5.1.9 Understand roots and affixes to derive meaning from literature.
- ELL.5.1.10 Understand most frequently heard synonyms, antonyms, and homographs.
- ELL.5.1.11 Explain use of figurative language (e.g., similes, metaphors).

Fluent English Proficient (Level 5)

- ELL.5.1.12 Read narrative and expository texts with accuracy, as well as appropriate timing, voice, and expression.
- ELL.5.1.13 Apply knowledge of roots and affixes to derive meaning from literature.
- ELL.5.1.14 Understand and use appropriately frequently used synonyms, antonyms, and homographs.
- ELL.5.1.15 Use figurative language (e.g., similes, metaphors) appropriately.



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Standard 2 - READING: Comprehension

Language minority students will listen, speak, read, and write to negotiate and express understanding.

Beginner (Level 1)

- ELL.5.2.1 Identify basic features of text, including title, table of contents, and chapter headings, by pointing or gesturing.
- ELL.5.2.2 Using nonverbal methods (e.g., pictures, charts, graphic organizers) or key words or phrases, identify the main idea of a story read aloud.
- ELL.5.2.3 Relate text to one's own prior knowledge and experiences and express nonverbally (e.g., pictures, charts, graphic organizers) or with key words or phrases.
- ELL.5.2.4 Identify basic sequence of events in stories read aloud nonverbally (e.g., pictures, charts, graphic organizers) or using key words or phrases.

Early Intermediate (Level 2)

- ELL.5.2.5 Identify basic features of text, including title, table of contents, and chapter headings, using simple spoken or written sentences.
- ELL.5.2.6 Identify the sequence of events using simple spoken or written sentences.
- ELL.5.2.7 Relate text to one's own prior knowledge and experiences and express with simple spoken or written sentences.
- ELL.5.2.8 Identify examples of fact and opinion in familiar texts and express with simple spoken or written sentences.

Intermediate (Level 3)

- ELL.5.2.9 Identify features of text such as title, table of contents, chapter headings, supporting illustrations, glossaries, and indexes.
- ELL.5.2.10 Recognize main ideas and supporting details asserted in a given text.
- ELL.5.2.11 Relate text to one's own prior knowledge and experiences and express with simple spoken and written sentences.
- ELL.5.2.12 Read brief literature and content-area texts to identify examples of facts and opinions.

Advanced (Level 4)

- ELL.5.2.13 Locate features of text, including format, diagrams, charts, and illustrations, and indexes, and identify their purpose.
- ELL.5.2.14 Identify the main idea, make predictions, and support with details using simple spoken and written sentences.
- ELL.5.2.15 Use the main ideas and illustrations of texts to draw inferences and conclusions.
- ELL.5.2.16 Identify facts, supported inferences, and opinions in text.



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Fluent English Proficient (Level 5)

- ELL.5.2.17 Use features of text, including format, diagrams, charts, illustrations, glossaries, and indexes, to locate information in a given text.
- ELL.5.2.18 Recognize main ideas and relevant evidence asserted in a given text.
- ELL.5.2.19 Draw inferences, conclusions, or generalizations from text and prior knowledge.
- ELL.5.2.20 Distinguish between facts, supported inferences, and opinions in text.

Standard 3 - READING: Literary Response and Analysis

Language minority students will listen, speak, read, and write to analyze grade-level-appropriate books for expression, enjoyment, and response to other related content areas.

Beginner (Level 1)

- ELL.5.3.1 Respond to simple factual questions about an illustratively supported short story and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with one- to two-word responses.
- ELL.5.3.2 Create pictures, lists, charts, and graphic organizers to illustrate characteristics of fictional short stories.
- ELL.5.3.3 Demonstrate the sequence of events from an illustratively supported short story and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with one- to two-word responses.
- ELL.5.3.4 Identify key characters in a short story nonverbally (e.g., pictures, lists, tables, graphic organizers) or with one- to two-word responses.

Early Intermediate (Level 2)

- ELL.5.3.5 Distinguish between poetry, drama, and short stories when read aloud by using simple spoken sentences.
- ELL.5.3.6 Respond to simple factual questions about brief, illustratively supported literature works and express with simple spoken or written sentences.
- ELL.5.3.7 Determine key similarities or differences between simple, illustratively supported fiction works and express with simple spoken or written sentences.
- ELL.5.3.8 Identify the main idea or characters of simple, illustratively supported literature and express with simple spoken or written sentences.

Intermediate (Level 3)

- ELL.5.3.9 Read different and simple literature (poetry, drama, fiction, nonfiction) and orally identify each genre and its basic features with simple spoken and written sentences.
- ELL.5.3.10 Respond to simple factual questions about brief fiction works and express with simple spoken and written sentences.
- ELL.5.3.11 Identify key characters and main ideas in simple literature with simple spoken and written sentences.
- ELL.5.3.12 Identify the speaker or narrator of a given text with simple spoken and written sentences.



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Advanced (Level 4)

- ELL.5.3.13 Identify the main characteristics of poetry, drama, fiction, and nonfiction.
- ELL.5.3.14 Identify the main idea of a given text and identify how conflict is resolved.
- ELL.5.3.15 Identify actions of characters in fiction and relate to plot or theme.
- ELL.5.3.16 Read literature and orally identify metaphors and similes.
- ELL.5.3.17 Identify point of view (e.g., first or third person).

Fluent English Proficient (Level 5)

- ELL.5.3.18 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction.
- ELL.5.3.19 Identify the main idea of a given text and describe how conflict is resolved.
- ELL.5.3.20 Contrast actions, motives, and appearances of characters in fiction and relate these to plot or theme.
- ELL.5.3.21 Describe the purpose of common literary devices such as symbolism, imagery, and metaphor.
- ELL.5.3.22 Evaluate the author's use of various techniques to influence readers' perspectives.

Standard 4 - WRITING: Process

Language minority students will listen, speak, and write to convey information and interpretation to a target audience.

Beginner (Level 1)

- ELL.5.4.1 Write simple words, phrases, or sentences with assistance.
- ELL.5.4.2 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to illustrate writing ideas.
- ELL.5.4.3 Use graphic organizers, outlines, or models to write simple sentences with some assistance.

Early Intermediate (Level 2)

- ELL.5.4.4 Follow an outline provided by the teacher to independently write a brief paragraph of three to four sentences.
- ELL.5.4.5 Write with an increasing vocabulary or simple sentences that can be used across content areas.
- ELL.5.4.6 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to illustrate writing ideas and express with simple spoken or written sentences.
- ELL.5.4.7 Collect information from a reference source on a given topic and represent with a graphic organizer or outline.

Intermediate (Level 3)

- ELL.5.4.8 Develop a clear purpose with some supporting details on a given topic and express with simple spoken and written sentences.
- ELL.5.4.9 Write with varied word choice and expanded vocabulary.
- ELL.5.4.10 Use a graphic organizer or outline to demonstrate main purpose.



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- ELL.5.4.11 Use a word processor or visually supportive technology tools (e.g., Kidspiration, Inspiration) to compose writing and express with simple spoken and written sentences and paragraphs.
- ELL.5.4.12 Review writing for meaning.

Advanced (Level 4)

- ELL.5.4.13 Identify a clear purpose and supporting details and express these in a paragraph appropriate for use in content areas.
- ELL.5.4.14 Use an outline to structure writing drafts.
- ELL.5.4.15 Use a word processor to organize and compose writing.
- ELL.5.4.16 Use nearly consistent grammatical forms.
- ELL.5.4.17 Review and revise writing for clarity, meaning, and varied word choice.

Fluent English Proficient (Level 5)

- ELL.5.4.18 Develop a clear purpose with supporting details and express in descriptive paragraphs appropriate for use in content areas.
- ELL.5.4.19 Use outlines to structure writing drafts that are clear and focused.
- ELL.5.4.20 Use a word processor to effectively organize and compose writing.
- ELL.5.4.21 Use consistent and accurate grammatical forms.
- ELL.5.4.22 Review, evaluate, and revise writing for clarity, meaning, and varied word choice.

Standard 5 - WRITING: Applications (Different Types of Writing and Their Characteristics)

Language minority students will listen, speak, read, and write for varied purposes and audiences and express with different genres and styles.

Beginner (Level 1)

- ELL.5.5.1 Follow a model provided by the teacher to produce a short narrative with some assistance.
- ELL.5.5.2 Read simple and illustratively supported literature or texts and represent with pictures, charts, lists, or tables.

Early Intermediate (Level 2)

- ELL.5.5.3 Write short narrative stories that include basic elements of setting and characters.
- ELL.5.5.4 Write responses to simple and illustratively supported literature or texts that show general comprehension of facts and express with simple spoken and written sentences.
- ELL.5.5.5 Follow a model provided by the teacher to independently write a friendly letter or essay in a simple paragraph of three to four sentences.
- ELL.5.5.6 Identify the intended audience of writing selection and express with simple spoken and written sentences.
- ELL.5.5.7 Identify the purpose for writing and express with simple spoken and written sentences.



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Intermediate (Level 3)

- ELL.5.5.8 Describe the basic sequence of events from a simple literature work or content-area text.
- ELL.5.5.9 Begin to use different genres in writing for different purposes and audiences.
- ELL.5.5.10 Produce a simple letter independently using simple, detailed sentences.
- ELL.5.5.11 Use an expanded word choice to express a message to the intended audience.
- ELL.5.5.12 Identify purpose for writing and express with simple, detailed spoken and written sentences or paragraphs.

Advanced (Level 4)

- ELL.5.5.13 Write short narratives that establish a main idea, point of view, setting, and conflict.
- ELL.5.5.14 Write simple responses to literature that demonstrate an understanding of significant events.
- ELL.5.5.15 Write simple research reports that support a main idea with detailed information.
- ELL.5.5.16 Write persuasive letters supported by relevant evidence.
- ELL.5.5.17 Use an expanded vocabulary to make writing interesting.
- ELL.5.5.18 Write for different purposes and audiences, adjusting tone as appropriate.

Fluent English Proficient (Level 5)

- ELL.5.5.19 Write short narratives that establish a plot, point of view, setting, and conflict.
- ELL.5.5.20 Write responses to literature that demonstrate an understanding of significant ideas and evidence.
- ELL.5.5.21 Write research reports that support a main idea with simple facts, details, examples, and explanations.
- ELL.5.5.22 Write persuasive letters or compositions that organize ideas and appeals in an effective manner and defend positions with relevant evidence.
- ELL.5.5.23 Vary word choice to make writing interesting.
- ELL.5.5.24 Write for different purposes and audiences, adjusting tone and style as appropriate.

Standard 6 - WRITING: English Language Conventions

Language minority students will listen, speak, read, and write to negotiate, construct, and produce English language conventions.

Beginner (Level 1)

- ELL.5.6.1 Use capitalization when writing one's own name and at the beginning of simple sentences.
- ELL.5.6.2 Use periods and question marks appropriately at the conclusion of simple sentences.
- ELL.5.6.3 Use invented spelling in simple sentences.

Early Intermediate (Level 2)

- ELL.5.6.4 Use capitalization at the beginning of simple sentences and with most proper nouns.
- ELL.5.6.5 Use periods and question marks appropriately at the conclusion of simple sentences and some commas appropriately.



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- ELL.5.6.6 Begin to edit and correct writing for most basic conventions (e.g., punctuation, capitalization, spelling).
- ELL.5.6.7 Continue to use invented spelling with some elements of conventional spelling.

Intermediate (Level 3)

- ELL.5.6.8 Write independently with emerging use of capitalization, punctuation, and correct spelling.
- ELL.5.6.9 Produce simple grammatical forms (e.g., subject, verb, direct object) with some inconsistencies.
- ELL.5.6.10 Edit and correct writing for most basic conventions (e.g., punctuation, capitalization, spelling).
- ELL.5.6.11 Correctly use most elements of conventional spelling.

Advanced (Level 4)

- ELL.5.6.12 Write independently with consistent use of capitalization, punctuation, and spelling.
- ELL.5.6.13 Produce more complex grammatical forms with greater accuracy.
- ELL.5.6.14 Edit writing for basic mechanics (e.g., punctuation, capitalization, spelling).
- ELL.5.6.15 Use conventional spelling with little error.

Fluent English Proficient (Level 5)

- ELL.5.6.16 Use complete sentences and appropriate word order.
- ELL.5.6.17 Use parts of speech correctly (e.g., subject/verb agreement).
- ELL.5.6.18 Edit writing for punctuation, capitalization, and spelling.
- ELL.5.6.19 Produce writing that shows accuracy and consistency of English language conventions.

Standard 7 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Language minority students will listen and speak for specific purposes to negotiate and express meaning.

Beginner (Level 1)

- ELL.5.7.1 Answer simple factual questions about a presentation and represent nonverbally (e.g., gestures, pictures, graphic organizers) or with simple spoken words or phrases.
- ELL.5.7.2 Identify the emotion conveyed by the speaker and express with simple spoken words or phrases.
- ELL.5.7.3 Prepare a simple narrative that follows a model provided by the teacher and express with simple spoken words or phrases with assistance.

Early Intermediate (Level 2)

- ELL.5.7.4 Identify the main idea conveyed by the speaker and express with simple spoken sentences.
- ELL.5.7.5 Prepare an oral presentation with a main idea and use gestures, pictures, tables, graphs, or charts and express with simple spoken sentences.
- ELL.5.7.6 Identify the emotion conveyed by the speaker and express with simple spoken sentences.
- ELL.5.7.7 Deliver a simple narrative that follows a model provided by the teacher using simple spoken sentences.



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Intermediate (Level 3)

- ELL.5.7.8 Draw conclusions based on general content and delivery of an oral presentation.
- ELL.5.7.9 Prepare and deliver an oral presentation with a main idea. Use volume and gestures to support the message and express with simple, detailed sentences.
- ELL.5.7.10 Identify some persuasive techniques used by the speaker (e.g., promises, dares); identify any unclear components; and express with simple, detailed sentences.
- ELL.5.7.11 Deliver simple narrative and informative presentations and express with simple, detailed sentences.

Advanced (Level 4)

- ELL.5.7.12 Draw conclusions and some inferences based on an oral report from the speaker.
- ELL.5.7.13 Prepare and deliver an organized oral presentation with a main idea and use volume, timing, and gestures to support message.
- ELL.5.7.14 Analyze persuasive techniques used by the speaker (e.g., promises, dares) and identify any unclear components.
- ELL.5.7.15 Deliver simple oral responses to literature, as well as narrative and informative presentations, with detailed sentences.

Fluent English Proficient (Level 5)

- ELL.5.7.16 Make inferences and conclusions based on an oral report from the speaker.
- ELL.5.7.17 Prepare and present a well-structured oral presentation with a clear point of view and appropriate use of volume, timing, and gestures to enhance message.
- ELL.5.7.18 Analyze and critique persuasive techniques used by speaker (e.g., promises, dares, flattery) and identify any faulty reasoning.
- ELL.5.7.19 Deliver oral responses to literature, as well as narrative and informative presentations, with detailed, complex sentences.