



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Grade 4

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.4.1.1 Read one's own writing and begin to produce phonemes appropriately.
- ELL.4.1.2 Recognize and produce English phonemes students already know.

Early Intermediate (Level 2)

- ELL.4.1.3 Read simple, brief narrative texts and produce some phonemes appropriately.
- ELL.4.1.4 Recognize some common English morphemes in simple phrases or sentences.

Intermediate (Level 3)

- ELL.4.1.5 Read simple narrative and expository texts with some elements of appropriate voice and expression.
- ELL.4.1.6 Recognize and produce some frequently heard synonyms and homographs.

Advanced (Level 4)

- ELL.4.1.7 Read narrative and expository texts with appropriate timing, voice, and expression.
- ELL.4.1.8 Apply knowledge of roots and affixes to derive meaning from literature.
- ELL.4.1.9 Understand most frequently heard synonyms, antonyms, and homographs.
- ELL.4.1.10 Identify and interpret words with multiple meanings.

Fluent English Proficient (Level 5)

- ELL.4.1.11 Read narrative and expository text with accuracy and with appropriate timing, voice, and expression.
- ELL.4.1.12 Apply knowledge of roots and affixes to derive meaning from literature.
- ELL.4.1.13 Use knowledge of frequently used synonyms, antonyms, and homographs to analyze word meanings.
- ELL.4.1.14 Distinguish and interpret words with multiple meanings.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Standard 2 - READING: Comprehension

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

Beginner (Level 1)

- ELL.4.2.1 Identify title pages, chapter headings, and illustrations with gestures (e.g., pointing) or simple spoken words or phrases.
- ELL.4.2.2 Identify characters and setting nonverbally (e.g., gestures, pictures, charts, graphic organizers) or with simple spoken words or phrases.
- ELL.4.2.3 Follow one- to two-step written instructions with assistance in an illustratively supported basic technical manual or with oral instructions.

Early Intermediate (Level 2)

- ELL.4.2.4 Use title pages, chapter headings, and illustrations to locate information in a simple text.
- ELL.4.2.5 Review information on a similar topic from two illustratively supported sources and express with simple spoken or written sentences.
- ELL.4.2.6 Respond to true or false statements about illustratively supported texts.
- ELL.4.2.7 Follow some multi-step instructions with some assistance in a basic illustratively supported technical manual.

Intermediate (Level 3)

- ELL.4.2.8 Use features of text, including format, diagrams, charts, and illustrations, to locate information.
- ELL.4.2.9 Collect and consult information on a similar topic from a variety of sources and express with simple spoken and written sentences.
- ELL.4.2.10 Identify facts and opinions within text that are supported by examples and illustrations and express with simple spoken and written sentences.
- ELL.4.2.11 Follow most multi-step instructions in an illustratively supported basic technical manual.

Advanced (Level 4)

- ELL.4.2.12 Use features of text, including format, diagrams, charts, and illustrations, to support comprehension.
- ELL.4.2.13 Compare and contrast information on a similar topic from a variety of sources.
- ELL.4.2.14 Distinguish between most facts and opinions in text.
- ELL.4.2.15 Follow most multi-step instructions in a basic technical manual.

Fluent English Proficient (Level 5)

- ELL.4.2.16 Use features of text, including format, diagrams, charts, and illustrations, to strengthen comprehension.
- ELL.4.2.17 Make, confirm, and revise predictions about content presented in a text.
- ELL.4.2.18 Compare and contrast information on a similar topic from a wide range of sources.
- ELL.4.2.19 Distinguish between facts and opinions in text.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

ELL.4.2.20 Follow multi-step instructions in a basic technical manual and respond appropriately.

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.4.3.1 Respond to orally presented, 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.4.3.2 Create pictures, lists, charts, and graphic organizers to illustrate characteristics of fictional short stories.
- ELL.4.3.3 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.4.3.4 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.4.3.5 Distinguish between fantasies, legends, and fairy tales when read aloud by using simple spoken sentences.
- ELL.4.3.6 Respond to simple factual questions about illustratively supported brief literature and express with simple spoken or written sentences.
- ELL.4.3.7 Respond to simple factual questions about simple literature and express with simple spoken or written sentences.
- ELL.4.3.8 Identify key characters in illustratively supported simple literature with simple spoken or written sentences.

Intermediate (Level 3)

- ELL.4.3.9 Read different and simple literature (fantasies, fables, myths, legends, fairy tales) and orally identify each genre and its basic qualities with simple spoken and written sentences.
- ELL.4.3.10 Respond to simple factual questions about simple literature and express with simple spoken and written sentences.
- ELL.4.3.11 Identify key characters in simple literature with simple spoken and written sentences.
- ELL.4.3.12 Identify similes and metaphors in text.

Advanced (Level 4)

- ELL.4.3.13 Describe most characteristics of fantasies, fables, myths, legends, and fairy tales.
- ELL.4.3.14 Identify the main events of a plot and the impact of each event on the plot.
- ELL.4.3.15 Identify actions of characters in fiction and relate to the plot or theme.
- ELL.4.3.16 Identify and generally define figurative language, including similes, metaphors, hyperbole, and personification.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Fluent English Proficient (Level 5)

- ELL.4.3.17 Describe characteristics of fantasies, fables, myths, legends, and fairy tales.
- ELL.4.3.18 Analyze the main events of a plot and the impact of each event on the plot.
- ELL.4.3.19 Identify actions and motives of characters in literature and relate these to the plot or theme.
- ELL.4.3.20 Identify and define figurative language, including similes, metaphors, hyperbole, and personification.

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.4.4.1 Write simple words, phrases, or sentences with assistance.
- ELL.4.4.2 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to illustrate writing ideas.
- ELL.4.4.3 Use graphic organizers, outlines, or models to write simple sentences with some assistance.

Early Intermediate (Level 2)

- ELL.4.4.4 Follow an outline provided by the teacher to write a brief paragraph of two to three sentences.
- ELL.4.4.5 Write with an increasing vocabulary or simple sentences that can be used across content areas.
- ELL.4.4.6 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.4.4.7 Collect information on a given topic from several sources to assist with writing.

Intermediate (Level 3)

- ELL.4.4.8 Develop a main idea with some supporting details on a given topic and express with simple spoken and written sentences.
- ELL.4.4.9 Write with varied word choice and expanded vocabulary.
- ELL.4.4.10 Use a graphic organizer or outline to demonstrate the main purpose of writing.
- ELL.4.4.11 Use a word processor or visually supportive technology tools (e.g., Kidspiration, Inspiration) to compose writing and express with simple spoken and written sentences.
- ELL.4.4.12 Review writing for meaning.

Advanced (Level 4)

- ELL.4.4.13 Identify a clear purpose and supporting details and express in a paragraph appropriate for use in content areas.
- ELL.4.4.14 Use an outline to structure writing drafts that are clear and focused.
- ELL.4.4.15 Use a word processor to effectively organize and compose writing.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELP 4.4.16 Use nearly consistent grammatical forms.
ELP 4.4.17 Review and revise writing for clarity and meaning.

Fluent English Proficient (Level 5)

- ELL.4.4.18 Develop a clear purpose with supporting details and express in a descriptive paragraph appropriate for use in content areas.
ELL.4.4.19 Use an outline to structure well-developed writing drafts that are clear and focused.
ELL.4.4.20 Use a word processor to effectively organize and compose writing.
ELL.4.4.21 Use consistent and accurate grammatical forms.
ELL.4.4.22 Review, evaluate, and revise writing for clarity and meaning.

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.4.5.1 Follow a visually supported model provided by the teacher to produce simple sentences with some assistance.
ELL.4.5.2 Read simple and illustratively supported literature and represent with pictures, charts, lists, tables, or simple words or phrases.

Early Intermediate (Level 2)

- ELL.4.5.3 Write a short narrative story that includes the basic elements of setting and characters and that follows a visually supported outline provided by the teacher.
ELL.4.5.4 Write responses to simple and illustratively supported literature works that show general comprehension of facts and express with simple spoken and written sentences.
ELL.4.5.5 Follow a model provided by the teacher to independently write a friendly letter or essay with two to three sentences.
ELL.4.5.6 Identify the intended audience of writing selection and express with simple spoken and written sentences.
ELL.4.5.7 Identify purpose for writing and express with simple spoken and written sentences.

Intermediate (Level 3)

- ELL.4.5.8 Respond to questions about the basic sequence of events from simple literature.
ELL.4.5.9 Begin to use different genres in writing for different purposes and audiences.
ELL.4.5.10 Use an expanded word choice to express a message to the intended audience.
ELL.4.5.11 Identify purpose for writing and express with simple spoken and written sentences.

Advanced (Level 4)



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.4.5.12 Write short narratives that establish a main idea, point of view, setting, and conflict.
- ELL.4.5.13 Write simple responses to literature that demonstrate an understanding of significant events.
- ELL.4.5.14 Write simple informational reports that support a main idea with detailed information.
- ELL.4.5.15 Write summaries of a reading selection and identify most elements of plot, characters, and setting.
- ELL.4.5.16 Use an expanded vocabulary to make writing interesting.
- ELL.4.5.17 Write for different purposes and audiences.

Fluent English Proficient (Level 5)

- ELL.4.5.18 Write short narratives that establish a plot, point of view, and setting.
- ELL.4.5.19 Write responses to literature that demonstrate an understanding of significant ideas and evidence.
- ELL.4.5.20 Write informational reports that support the main idea with simple facts, details, examples, and explanations.
- ELL.4.5.21 Write summaries of a reading selection and identify the most compelling elements of plot, characters, and setting.
- ELL.4.5.22 Vary word choice to make writing interesting.
- ELL.4.5.23 Write for different purposes and audiences, adjusting 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.4.6.1 Use capitalization when writing one's own name and at the beginning of sentences.
- ELL.4.6.2 Use periods and question marks appropriately at the conclusion of sentences.
- ELL.4.6.3 Use invented spelling.

Early Intermediate (Level 2)

- ELL.4.6.4 Use capitalization at the beginning of sentences and with most proper nouns.
- ELL.4.6.5 Use periods and question marks appropriately at the conclusion of sentences and some commas appropriately.
- ELL.4.6.6 Begin to edit and correct writing for most basic conventions (e.g., punctuation, capitalization, spelling).
- ELL.4.6.7 Continue to use invented spelling with some elements of conventional spelling.

Intermediate (Level 3)

- ELL.4.6.8 Write independently with emerging use of capitalization, punctuation, and correct spelling.
- ELL.4.6.9 Produce simple grammatical forms (e.g., subject, verb, direct object) that may have some inconsistencies.
- ELL.4.6.10 Edit and correct writing for most basic conventions (e.g., punctuation, capitalization, spelling).
- ELL.4.6.11 Use most elements of conventional spelling.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Advanced (Level 4)

- ELL.4.6.12 Write independently with consistent use of capitalization, punctuation, and spelling.
- ELL.4.6.13 Produce more complex grammatical forms.
- ELL.4.6.14 Edit writing for basic mechanics (e.g., punctuation, capitalization, spelling).
- ELL.4.6.15 Use conventional spelling with little error.

Fluent English Proficient (Level 5)

- ELL.4.6.16 Use complete sentences and appropriate word order.
- ELL.4.6.17 Use parts of speech correctly (e.g., subject/verb agreement).
- ELL.4.6.18 Edit writing for punctuation, capitalization, and spelling.
- ELL.4.6.19 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.4.7.1 Answer simple factual questions about a presentation and represent nonverbally (e.g., gestures, pictures, graphic organizers) or with simple spoken words or phrases.
- ELL.4.7.2 Identify the emotion conveyed by the speaker and express with simple spoken words or phrases.
- ELL.4.7.3 Prepare simple narratives that follow a model provided by the teacher and express with simple spoken words or phrases with assistance.

Early Intermediate (Level 2)

- ELL.4.7.4 Identify the main idea conveyed by the speaker and express with simple spoken sentences.
- ELL.4.7.5 Prepare an oral presentation with a main idea. Use gestures, pictures, tables, graphs, or charts, as well as simple spoken sentences, in the presentation.
- ELL.4.7.6 Identify the emotion conveyed by the speaker and express with simple spoken sentences.
- ELL.4.7.7 Deliver simple narratives that follow a model provided by the teacher and express with simple spoken sentences.
- ELL.4.7.8 Recite familiar, simple poems.

Intermediate (Level 3)

- ELL.4.7.9 Draw conclusions based on the general content and delivery of an oral presentation.
- ELL.4.7.10 Prepare and deliver an oral presentation with a main idea and use volume and gestures to support the message and express with simple, detailed sentences.
- ELL.4.7.11 Identify a newscast or article that has impacted opinion of a familiar issue.
- ELL.4.7.12 Deliver simple narrative and informative presentations and express with simple, detailed sentences.
- ELL.4.7.13 Recite simple poems.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Advanced (Level 4)

- ELL.4.7.14 Draw conclusions and some inferences based on an oral report from a speaker.
- ELL.4.7.15 Prepare and deliver an organized oral presentation with a main idea and use volume, timing, and gestures to support message.
- ELL.4.7.16 Identify the role the media play in forming audiences' opinions.
- ELL.4.7.17 Deliver simple oral responses to literature, as well as narrative and informative presentations.
- ELL.4.7.18 Recite brief poems and most dramatic dialogues.

Fluent English Proficient (Level 5)

- ELL.4.7.19 Make inferences and conclusions based on an oral report from a speaker.
- ELL.4.7.20 Prepare and deliver a well-structured presentation with a clear point of view with appropriate use of volume, timing, and gestures to enhance message.
- ELL.4.7.21 Analyze the role the media play in forming audiences' opinions.
- ELL.4.7.22 Deliver oral responses to literature, as well as narrative and informative presentations, with well-chosen details.
- ELL.4.7.23 Recite brief poems, soliloquies, or dramatic dialogues.