



# Archdiocese of Washington Catholic Schools

## Academic Standards

### English Language Learners

## Grade 1

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

*Language minority students will listen, speak, read, and write to convey knowledge of sounds, syllables, and word parts with oral and silent reading.*

#### ***Beginner (Level 1)***

- ELL.1.1.1 Listen selectively for sight words.
- ELL.1.1.2 Listen to English phonemes and connect with phonemes students already hear and produce.
- ELL.1.1.3 Understand that letters and groups of letters have coordinating sound(s).
- ELL.1.1.4 Observe patterns in capitalization and punctuation.
- ELL.1.1.5 Recognize and identify that letters are different from words.
- ELL.1.1.6 Begin to recognize first letter sounds of words.
- ELL.1.1.7 Identify symbols and signs within classroom and community environment.

#### ***Early Intermediate (Level 2)***

- ELL.1.1.8 Listen selectively for sight words and main ideas.
- ELL.1.1.9 Recognize when beginning sounds are substituted or omitted.
- ELL.1.1.10 Identify and express beginning and ending sounds in one-syllable words.
- ELL.1.1.11 Listen to rhyming patterns in language.
- ELL.1.1.12 Distinguish between capital and lowercase letters.
- ELL.1.1.13 Follow sequence of words from left to right.
- ELL.1.1.14 Identify first sound within a spoken word.
- ELL.1.1.15 Understand that print conveys information.
- ELL.1.1.16 Read some high-frequency words, including own name.
- ELL.1.1.17 Relate individual letters or groups of letters to a coordinating sound.
- ELL.1.1.18 Recognize punctuation at the conclusion of statements.
- ELL.1.1.19 Use appropriate capitalization with proper names and places.
- ELL.1.1.20 Identify symbols and signs within classroom and community environment.

#### ***Intermediate (Level 3)***

- ELL.1.1.21 Listen for specific purposes to identify sight words and main ideas.
- ELL.1.1.22 Recognize when beginning sounds are substituted, omitted, or added.
- ELL.1.1.23 Blend two to four phonemes into recognizable words.
- ELL.1.1.24 Understand that individual words create phrases and sentences.



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- ELL.1.1.25 Recognize and identify capital and lowercase letters.
- ELL.1.1.26 Listen and produce some rhyming patterns in language.
- ELL.1.1.27 Identify first and last sounds within a word when spoken.
- ELL.1.1.28 Distinguish between individual sounds and syllables.
- ELL.1.1.29 Correct self when reading simple words or sentences aloud.
- ELL.1.1.30 Sort some high-frequency words by category.
- ELL.1.1.31 Identify and speak about symbols and signs within classroom and community environment.

#### ***Advanced (Level 4)***

- ELL.1.1.32 Listen for specific purposes to identify sight words, main ideas, and supporting details.
- ELL.1.1.33 Recognize when beginning sounds are substituted, omitted, added, or repeated.
- ELL.1.1.34 Blend vowel-consonant sounds orally to make words or syllables.
- ELL.1.1.35 Use more complex words and sentences to communicate needs and express ideas in a wider variety of social and academic settings.
- ELL.1.1.36 Understand that individual words create phrases and sentences.
- ELL.1.1.37 Recognize, identify, and produce capital and lowercase letters.
- ELL.1.1.38 Listen and produce rhyming patterns in language with little error.
- ELL.1.1.39 Identify first and last sounds within a word when spoken.
- ELL.1.1.40 Distinguish between individual sounds and syllables.
- ELL.1.1.41 Describe symbols and signs within classroom and community environment.
- ELL.1.1.42 Correct self when reading simple words and sentences aloud.
- ELL.1.1.43 Sort and classify most high-frequency words by category.
- ELL.1.1.44 Count the number of syllables within a word or group of words.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.1.45 Listen for specific purposes to identify and articulate sight words, main ideas, and supporting details.
- ELL.1.1.46 Recognize when beginning sounds are substituted, omitted, added, or repeated.
- ELL.1.1.47 Generate the sounds from all letters and letter patterns, including consonant blends and long-and-short vowel patterns. Blend those sounds into recognizable words.
- ELL.1.1.48 Use a variety of more complex words and sentences to communicate needs and to express ideas in a wider variety of social and academic settings.
- ELL.1.1.49 Understand that individual words create phrases and sentences.
- ELL.1.1.50 Recognize, identify, and produce capital and lowercase letters.
- ELL.1.1.51 Listen and produce rhyming patterns in language.
- ELL.1.1.52 Identify first and last sounds within a word when spoken.



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- ELL.1.1.53 Distinguish between individual sounds and syllables.
- ELL.1.1.54 Categorize and analyze symbols and signs within classroom and community environment.
- ELL.1.1.55 Correct self when reading words and sentences aloud.
- ELL.1.1.56 Sort and classify high-frequency words by category.
- ELL.1.1.57 Count the number of sounds within a syllable.

### **Standard 2 - READING: Comprehension**

*Language minority students will use reading strategies that include previewing, viewing, predicting, and analyzing for comprehension.*

#### **Beginner (Level 1)**

- ELL.1.2.1 Respond nonverbally to express predictions.
- ELL.1.2.2 Listen to stories read aloud and respond to comprehension questions by using nonverbal communication or one- or two-word responses.
- ELL.1.2.3 Identify the title of a book with visual support.
- ELL.1.2.4 Convey understanding of basic facts through gesturing (e.g., pointing to pictorial representations) and using key words orally.

#### **Early Intermediate (Level 2)**

- ELL.1.2.5 Respond to simple questions about key words and illustrations.
- ELL.1.2.6 Respond to meaning and sequence of stories through pictures and key spoken words or phrases.
- ELL.1.2.7 Identify and restate the title of a book.
- ELL.1.2.8 Convey understanding of basic facts through pictorial representations and key spoken or written words or phrases.

#### **Intermediate (Level 3)**

- ELL.1.2.9 Confirm predictions from prior knowledge, illustrations, key sight words, and context clues.
- ELL.1.2.10 Respond orally to meaning and sequence of stories with simple sentences.
- ELL.1.2.11 Identify and state title, author, and the table of contents from a book.
- ELL.1.2.12 Summarize understanding of basic facts with key spoken phrases or sentences with limited prompting.



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#### ***Advanced (Level 4)***

- ELL.1.2.13 Confirm predictions from prior knowledge, key sight words, and context clues.
- ELL.1.2.14 Respond to stories from a variety of sources by speaking or writing with moderately complex sentences.
- ELL.1.2.15 Identify and state the purpose of the title, author, illustrator, and table of contents from a book.
- ELL.1.2.16 Summarize characters, setting, and main events with spoken phrases or sentences.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.2.17 Confirm predictions from prior knowledge, key sight words, and context clues.
- ELL.1.2.18 Respond to stories from a variety of sources by speaking or writing with moderately complex sentences.
- ELL.1.2.19 Summarize characters, setting, and main events with complex spoken sentences.

### ***Standard 3 - READING: Literary Response and Analysis***

*Language minority students will listen, speak, read, and write to analyze grade-level literature for expression, enjoyment, and response.*

#### ***Beginner (Level 1)***

- ELL.1.3.1 Identify key characters through gesturing or with key words when given an oral prompt.
- ELL.1.3.2 Represent key characters, setting, and main events nonverbally (e.g., pictures or gestures) or with spoken one- to two-word responses.
- ELL.1.3.3 Respond to simple questions about characters and setting nonverbally (e.g., pictures or gestures) or with spoken one- to two-word responses.

#### ***Early Intermediate (Level 2)***

- ELL.1.3.4 Identify key characters and setting with spoken words and phrases.
- ELL.1.3.5 Describe key characters, setting, and important events with spoken words or phrases.
- ELL.1.3.6 Answer simple questions about characters, setting, and main events with spoken words or phrases.
- ELL.1.3.7 Retell beginning, middle, and end of story nonverbally (e.g., pictures or gestures) or with spoken simple words or phrases.



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#### ***Intermediate (Level 3)***

- ELL.1.3.8 Identify key characters, setting, and main events with spoken or written words, phrases, and simple sentences.
- ELL.1.3.9 Describe key characters, setting, and main events with spoken or written words, phrases, and simple sentences.
- ELL.1.3.10 Answer more detailed questions about story with spoken or written words, phrases, and simple sentences.
- ELL.1.3.11 Retell beginning, middle, and end of story with spoken or written words, phrases, and simple sentences.

#### ***Advanced (Level 4)***

- ELL.1.3.12 Identify key characters, setting, and main events with spoken or written words, phrases, and more complex sentences.
- ELL.1.3.13 Describe key characters, setting, and main events with spoken or written words, phrases, and more complex sentences.
- ELL.1.3.14 Answer more complex questions about story with spoken or written words, phrases, and more complex sentences.
- ELL.1.3.15 Retell beginning, middle, and end of story with spoken or written words, phrases, and more complex sentences.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.3.16 Discuss key characters, setting, and main events with spoken or written words, phrases, and complex sentences.
- ELL.1.3.17 Describe key characters, setting, and main events with spoken or written words, phrases, and complex sentences.
- ELL.1.3.18 Answer complex questions about story with spoken or written words, phrases, and complex sentences.
- ELL.1.3.19 Retell entire story with words, phrases, and complex sentences.

### ***Standard 4 - WRITING: Process***

*Language minority students will listen, speak, read, and write to develop and convey clear writing ideas.*

#### ***Beginner (Level 1)***

- ELL.1.4.1 Identify ideas for writing from a teacher-provided source.



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ELL.1.4.2 Demonstrate ideas for writing using pictures and nonverbal gestures or one- to two-word oral responses.

#### ***Early Intermediate (Level 2)***

ELL.1.4.3 Select from several sources to guide the focus of writing.

ELL.1.4.4 Convey ideas for writing using pictures or one- to two-word oral responses.

ELL.1.4.5 Prepare writing for others to read.

#### ***Intermediate (Level 3)***

ELL.1.4.6 Select from a variety of sources to guide the focus of writing.

ELL.1.4.7 Demonstrate ideas for writing using pictures or two- to four-word oral responses.

ELL.1.4.8 Review writing for others to read.

#### ***Advanced (Level 4)***

ELL.1.4.9 Select from a wider variety of sources to guide and refine the focus of writing.

ELL.1.4.10 Demonstrate ideas for writing using pictures or two- to four-word oral or written responses.

ELL.1.4.11 Revise writing for others to read.

#### ***Fluent English Proficient (Level 5)***

ELL.1.4.12 Select from a range of grade-appropriate sources to guide and define the focus of writing.

ELL.1.4.13 Demonstrate ideas for writing using pictures or two- to four-word oral and written responses.

ELL.1.4.14 Revise writing based on feedback of others.

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

*Language minority students will listen, speak, read, and write to describe and explain familiar objects, events, and experiences.*

#### ***Beginner (Level 1)***

ELL.1.5.1 Create pictures or say words or phrases to purposefully convey a narrative story (e.g., a real-life experience).

ELL.1.5.2 Create pictures or say words or phrases to purposefully convey an expository story (e.g., describing a person, place, or thing).

ELL.1.5.3 Identify reader or audience nonverbally or with spoken words or phrases when prompted.

#### ***Early Intermediate (Level 2)***



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- ELL.1.5.4 Create pictures and say or write words or phrases to purposefully convey a narrative story (e.g., a real-life experience).
- ELL.1.5.5 Create pictures and say or write words or phrases to purposefully convey an expository story (e.g., describing a person, place, or thing).
- ELL.1.5.6 Identify reader or audience with spoken or written words or phrases when prompted.

#### ***Intermediate (Level 3)***

- ELL.1.5.7 Write a brief narrative story (e.g., a real-life experience) with words, phrases, and simple sentences.
- ELL.1.5.8 Write a brief expository story (e.g., describing a person, place, or thing) with words, phrases, and simple sentences.
- ELL.1.5.9 Identify reader or audience with spoken or written words, phrases, and simple sentences with limited prompting.

#### ***Advanced (Level 4)***

- ELL.1.5.10 Write a brief narrative story (e.g., a real-life experience) with words, phrases, and more complex sentences.
- ELL.1.5.11 Write a brief expository story (e.g., describing a person, place, or thing) with words, phrases, and more complex sentences.
- ELL.1.5.12 Identify reader or audience with spoken or written words, phrases, and more complex sentences independently.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.5.13 Write a brief narrative story (e.g., a real-life experience) with words, phrases, and complex sentences.
- ELL.1.5.14 Write a brief expository story (e.g., describing a person, place, or thing) with words, phrases, and complex sentences.
- ELL.1.5.15 Identify reader or audience with spoken or written words, phrases, and complex sentences independently.

### ***Standard 6 - WRITING: English Language Conventions***

*Language minority students will listen, speak, read, and write to demonstrate understanding of English language conventions.*

#### ***Beginner (Level 1)***

- ELL.1.6.1 Identify patterns in English syntax.



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- ELL.1.6.2 Begin to identify patterns in capitalization, punctuation, and grammar.  
ELL.1.6.3 Begin to use capital letters when writing own name.

#### ***Early Intermediate (Level 2)***

- ELL.1.6.4 Begin to write with words or phrases.  
ELL.1.6.5 Identify and write some singular or plural nouns.  
ELL.1.6.6 Identify and state punctuation marks.  
ELL.1.6.7 Use capital letters when writing own name.  
ELL.1.6.8 Begin to write two-letter words correctly.

#### ***Intermediate (Level 3)***

- ELL.1.6.9 Write with some simple sentences.  
ELL.1.6.10 Identify and write some singular and plural nouns, as well as some possessive nouns.  
ELL.1.6.11 Use punctuation at the conclusion of statements.  
ELL.1.6.12 Capitalize names of people.  
ELL.1.6.13 Write two- to three-letter words correctly.

#### ***Advanced (Level 4)***

- ELL.1.6.14 Write in nearly complete and detailed sentences.  
ELL.1.6.15 Identify and write most singular and plural nouns, contractions, and possessive nouns.  
ELL.1.6.16 Use exclamation points and periods.  
ELL.1.6.17 Capitalize names of people and the pronoun I.  
ELL.1.6.18 Spell three-letter words correctly.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.6.19 Write with complete and detailed sentences.  
ELL.1.6.20 Identify and correctly write singular and plural nouns, contractions, and possessive nouns.  
ELL.1.6.21 Use punctuation at the conclusion of statements to express appropriate context.  
ELL.1.6.22 Capitalize beginnings of sentences, names of people, and pronouns.  
ELL.1.6.23 Spell three- to four-letter words correctly.

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

*Language minority students will listen and speak for specific purposes to understand and deliver clear ideas.*

#### ***Beginner (Level 1)***





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- ELL.1.7.1 Understand and respond to one-step directions when supported visually.
- ELL.1.7.2 Express thoughts pictorially, with nonverbal gestures and simple high-frequency words.
- ELL.1.7.3 Express stories sequentially using pictures, nonverbal gestures, and simple high-frequency words.

#### ***Early Intermediate (Level 2)***

- ELL.1.7.4 Understand and respond to one- to two-step directions when supported visually and with high-frequency words.
- ELL.1.7.5 Describe people, places, and things with simple words or phrases.
- ELL.1.7.6 Recite a simple poem or song.
- ELL.1.7.7 Express thoughts and opinions pictorially, with nonverbal gestures and spoken words or phrases.
- ELL.1.7.8 Express stories sequentially, using pictures, nonverbal gestures, and spoken words or phrases.
- ELL.1.7.9 Present pictures or other visuals to identify purpose.

#### ***Intermediate (Level 3)***

- ELL.1.7.10 Understand and respond to one- to two-step directions when high-frequency words are expressed.
- ELL.1.7.11 Describe people, places, and things with words and phrases.
- ELL.1.7.12 Recite short poems, stories, and songs.
- ELL.1.7.13 Express thoughts and opinions with clear words and phrases.
- ELL.1.7.14 Express stories sequentially using pictures and spoken words and phrases.
- ELL.1.7.15 Present pictures or other visuals to support audience in understanding purpose.

#### ***Advanced (Level 4)***

- ELL.1.7.16 Understand and respond to one- to two-step directions.
- ELL.1.7.17 Describe people, places, and things with clear and nearly accurate words, phrases, and sentences.
- ELL.1.7.18 Recite short poems, rhymes, stories, and songs.
- ELL.1.7.19 Express thoughts and opinions with clear and nearly accurate words, phrases, and sentences.
- ELL.1.7.20 Express stories sequentially using pictures and clear and nearly accurate spoken words, phrases, and sentences.
- ELL.1.7.21 Present pictures or other visuals to enhance audience understanding.

#### ***Fluent English Proficient (Level 5)***

- ELL.1.7.22 Understand, respond to, and give one- to two-step directions.



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- ELL.1.7.23 Describe people, places, and things in detail with clear and accurate words, phrases, and sentences.
- ELL.1.7.24 Recite and create short poems, rhymes, stories, and songs.
- ELL.1.7.25 Express thoughts and opinions with clear and accurate words, phrases, and sentences.
- ELL.1.7.26 Express stories sequentially with clear and accurate supporting details.
- ELL.1.7.27 Present pictures or other visuals to enhance audience understanding.