



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Grade 6

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

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

Beginner (Level 1)

- ELL.6.1.1 Begin to produce most English phonemes while reading one's own writing or simple texts.
- ELL.6.1.2 Identify common English phonemes and morphemes.

Early Intermediate (Level 2)

- ELL.6.1.3 Use common English morphemes while reading.
- ELL.6.1.4 Begin to identify use of similes and metaphors in simple literary works.

Intermediate (Level 3)

- ELL.6.1.5 Apply knowledge of familiar English morphemes to solicit meaning from literary works and content area texts.
- ELL.6.1.6 Identify some similes and metaphors in simple literary works.
- ELL.6.1.7 Identify word roots and sentence patterns to solicit meanings of unknown words.

Advanced (Level 4)

- ELL.6.1.8 Apply knowledge of root words, suffixes, and affixes to solicit meaning from literary works.
- ELL.6.1.9 Evaluate appropriate context for use of similes and metaphors.
- ELL.6.1.10 Use clues from words and sentences to solicit meanings of unknown words.

Fluent English Proficient (Level 5)

- ELL.6.1.11 Use knowledge of foreign and native language words and word parts to solicit meaning from literary works and use words accurately in speaking and writing.
- ELL.6.1.12 Analyze and evaluate appropriate context for use of similes and metaphors.
- ELL.6.1.13 Use word, sentence, and paragraph clues to solicit meanings of unknown words.



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 of text structure, organization, and purpose.

Beginner (Level 1)

- ELL.6.2.1 Respond to simple, factual questions about informational materials nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using key words, phrases, or brief sentences.
- ELL.6.2.2 Identify the main idea and limited details of familiar informational materials nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using key words and phrases.
- ELL.6.2.3 Recognize different and familiar informational materials (e.g., newspaper, brochure, announcement) and express nonverbally (e.g., pictures, tables, lists, graphic organizers) or with key words, phrases, or brief sentences.

Early Intermediate (Level 2)

- ELL.6.2.4 Identify and express with simple oral sentences the main ideas and some details of informational materials and literary works.
- ELL.6.2.5 Explain and express with simple oral sentences the main ideas and some details of some informational materials.
- ELL.6.2.6 Identify and express with simple oral sentences the components of illustratively supported informational materials.

Intermediate (Level 3)

- ELL.6.2.7 Read informational, content-area, and literary text to orally explain with simple descriptive sentences the main ideas and supporting details.
- ELL.6.2.8 Explain the different features of most informational materials.
- ELL.6.2.9 Identify and express with simple descriptive sentences the primary differences between a variety of informational materials.
- ELL.6.2.10 Evaluate the main idea presented in informational materials and literary works with some supporting details.

Advanced (Level 4)

- ELL.6.2.11 Identify and describe the main ideas and supporting evidence asserted in informational materials and literary works.
- ELL.6.2.12 Describe the variety of styles expressed in informational materials and literary works.
- ELL.6.2.13 Identify and explain the difference between various informational documents.
- ELL.6.2.14 Review the quality of persuasive evidence presented by the author in informational materials and literary works.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Fluent English Proficient (Level 5)

- ELL.6.2.15 Analyze the main ideas and relevant evidence asserted in informational materials and literary works.
- ELL.6.2.16 Analyze the variety of styles expressed in informational materials and literary works.
- ELL.6.2.17 Analyze and describe the difference between various informational documents and literary works.
- ELL.6.2.18 Evaluate the quality and appropriateness of persuasive evidence presented by the author in informational materials and literary works.

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.6.3.1 Respond to simple factual questions about a simple, illustratively supported fiction work and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, or sentences.
- ELL.6.3.2 Demonstrate a sequence of events from a simple, illustratively supported literary work and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, and sentences.
- ELL.6.3.3 Identify key characters in fiction nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, and sentences.

Early Intermediate (Level 2)

- ELL.6.3.4 Respond to simple factual questions about simple, illustratively supported fiction works (e.g., biographies, narratives) and express with simple spoken or written sentences.
- ELL.6.3.5 Identify the speaker or narrator of a simple, illustratively supported literary work.
- ELL.6.3.6 Identify and express with simple spoken or written sentences key differences between simple, illustratively supported fiction works.
- ELL.6.3.7 Identify and express with simple spoken or written sentences the main ideas of simple, illustratively supported literary works.

Intermediate (Level 3)

- ELL.6.3.8 Identify a characteristic of most types of simple fiction (e.g., mystery, science fiction, biography) and express with simple, descriptive spoken and written sentences.
- ELL.6.3.9 Respond to simple factual questions about brief fiction works and express with simple, descriptive spoken and written sentences.
- ELL.6.3.10 Identify key characters and describe some of their qualities with simple, descriptive spoken and written sentences.
- ELL.6.3.11 Identify the narrator and express with simple, descriptive spoken and written sentences.
- ELL.6.3.12 Identify characters who make the plot believable and express with simple, descriptive spoken and written sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Advanced (Level 4)

- ELL.6.3.13 Describe the characteristics of different types of fiction (e.g., science fiction, adventure, fantasy, biography).
- ELL.6.3.14 Compare and contrast a variety of literary works to determine the main idea, supporting details, and themes.
- ELL.6.3.15 Analyze a variety of literary works to determine the main idea, supporting evidence, and recurring themes.
- ELL.6.3.16 Analyze and describe qualities of characters based on descriptions, actions, and events in literary selections.
- ELL.6.3.17 Identify the speaker and his or her point of view (e.g., first or third person).
- ELL.6.3.18 Evaluate the credibility of characters within a literary selection to determine believability of plot.

Fluent English Proficient (Level 5)

- ELL.6.3.19 Describe the key characteristics of different types of fiction (e.g., folklore, mystery, science fiction, adventure, fantasy, biography).
- ELL.6.3.20 Analyze a variety of literary works to determine the main idea, relevant evidence, and recurring themes.
- ELL.6.3.21 Analyze and describe qualities of characters based on descriptions, actions, and events in literary selections.
- ELL.6.3.22 Identify the speaker and describe his or her point of view (e.g., first or third person).
- ELL.6.3.23 Critique the credibility of characters within a literary selection to determine believability of plot.

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.6.4.1 Write a simple paragraph or essay that identifies a main idea and express nonverbally (e.g., picture, charts, tables, graphic organizers) or with simple spoken or written phrases or sentences.
- ELL.6.4.2 Create simple phrases or sentences with prompting.
- ELL.6.4.3 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration) to organize, demonstrate, and illustrate writing ideas.
- ELL.6.4.4 Consult print media to support organization and content.

Early Intermediate (Level 2)

- ELL.6.4.5 Write short paragraphs that contain some supporting details on a given topic and express with a chart, graphic organizer, or simple spoken or written sentences.
- ELL.6.4.6 Use some common verbs, nouns, and high-frequency modifiers in writing.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.6.4.7 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.6.4.8 Collect information on a given topic from a reference and represent information with a graphic organizer or outline.
- ELL.6.4.9 Review writing for meaning.

Intermediate (Level 3)

- ELL.6.4.10 Develop a clear purpose with some supporting details on a given topic and express with simple spoken or written sentences.
- ELL.6.4.11 Write with varied word choice and expanded vocabulary.
- ELL.6.4.12 Use a graphic organizer or outline to demonstrate main purpose.
- ELL.6.4.13 Use a word processor or visually supportive technology tools (e.g., Kidspiration, Inspiration) to compose writing, including most appropriate elements of design and formatting (e.g., margins, tabs, paragraphs, spacing), and express with simple spoken or written sentences.
- ELL.6.4.14 Research several electronic resources to support organization, content, and purpose of writing.
- ELL.6.4.15 Review writing for clarity and meaning.

Advanced (Level 4)

- ELL.6.4.16 Develop a clear purpose with supporting details and express in a paragraph appropriate for use across content areas.
- ELL.6.4.17 Write with varied word choice and expanded vocabulary.
- ELL.6.4.18 Use an outline to structure writing drafts that are clear and focused.
- ELL.6.4.19 Use a word processor to effectively compose writing, including appropriate elements of design and format (e.g., margins, tabs, paragraphs, spacing).
- ELL.6.4.20 Utilize multiple electronic resources (e.g., the Internet, databases, e-mails) to support organization and content of writing.
- ELL.6.4.21 Review and revise writing for clarity and meaning.

Fluent English Proficient (Level 5)

- ELL.6.4.22 Develop a clear purpose with supporting details and appropriate word choice and express in a paragraph appropriate for use across content areas.
- ELL.6.4.23 Write with varied word choice and expanded, complex vocabulary.
- ELL.6.4.24 Use an outline to structure writing drafts that are well-developed, clear, and focused.
- ELL.6.4.25 Use a word processor to effectively compose writing, including appropriate elements of organization, design, and format (e.g., margins, tabs, paragraphs, spacing).
- ELL.6.4.26 Research multiple electronic resources (e.g., the Internet, databases, e-mails) to support organization, content, and purpose of writing.
- ELL.6.4.27 Review, evaluate, and revise writing for clarity and meaning.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

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.6.5.1 Write a brief narrative that includes characters, a setting, and simple sequence and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple spoken or written sentences.
- ELL.6.5.2 Solicit information from simple literary works and represent with pictures, charts, lists, or tables.
- ELL.6.5.3 Create simple compositions that assert a main idea and some details nonverbally (e.g., pictures, gestures, graphic organizers) or with simple spoken or written phrases or sentences.
- ELL.6.5.4 Identify the intended audience of writing selection and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple spoken or written sentences.
- ELL.6.5.5 Identify the purpose for writing and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple spoken or written phrases or sentences.

Early Intermediate (Level 2)

- ELL.6.5.6 Write a brief narrative that includes characters, a setting, sequence, and main events and express with simple spoken or written sentences.
- ELL.6.5.7 Write responses to simple, illustratively supported literature works that show general comprehension of facts and express with simple spoken or written sentences.
- ELL.6.5.8 Write and express with simple spoken or written sentences brief expository compositions that describe, report, compare, or contrast and include a main idea.
- ELL.6.5.9 Identify the intended audience of writing selection and express with simple spoken or written sentences.
- ELL.6.5.10 Identify the purpose for writing and express with simple spoken or written sentences.

Intermediate (Level 3)

- ELL.6.5.11 Write brief narratives that express a sequence of events and supporting details with simple, descriptive spoken and written sentences and paragraphs.
- ELL.6.5.12 Write responses to literature that demonstrate general understanding of overall text with simple, descriptive spoken and written sentences.
- ELL.6.5.13 Write descriptions of key characters and events with simple, descriptive spoken and written sentences and paragraphs.
- ELL.6.5.14 Write brief reports with simple, descriptive spoken and written sentences, including visual aids (e.g., pictures, graphs, charts, graphic organizers) that support their theses.
- ELL.6.5.15 Recognize well-structured, simple ideas and arguments and produce persuasive writing with simple descriptive spoken and written sentences.
- ELL.6.5.16 Use an expanded word choice to express a clear message to the intended audience.
- ELL.6.5.17 Identify the purpose and audience for writing, adjusting style to communicate appropriately.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Advanced (Level 4)

- ELL.6.5.18 Write narratives that describe a sequence of events, point of view, and some sensory details.
- ELL.6.5.19 Write responses to literature that demonstrate understanding of significant events and perspectives.
- ELL.6.5.20 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that assert a main purpose with detailed evidence.
- ELL.6.5.21 Write research reports that support theses with detailed information.
- ELL.6.5.22 Write persuasive compositions that organize ideas in an effective manner and defend positions with detailed evidence.
- ELL.6.5.23 Vary word choice for clarity of expression and audience interest.
- ELL.6.5.24 Write for different purposes, adjusting tone and style as appropriate.

Fluent English Proficient (Level 5)

- ELL.6.5.25 Write narratives that describe a logical sequence of events, point of view, and sensory details.
- ELL.6.5.26 Write responses to literature that demonstrate understanding of significant ideas, events, and perspectives.
- ELL.6.5.27 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that assert a main purpose with detailed and relevant evidence.
- ELL.6.5.28 Write research reports that support theses with detailed and relevant information.
- ELL.6.5.29 Write persuasive compositions that organize ideas and appeals in an effective manner and defend positions with relevant evidence.
- ELL.6.5.30 Vary word choice for precision of expression and audience interest.
- ELL.6.5.31 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.6.6.1 Edit and correct for punctuation, including periods, exclamation points, and question marks.
- ELL.6.6.2 Identify basic sentence structures, mechanics, and vocabulary in a simple writing selection.
- ELL.6.6.3 Begin to identify correct final punctuation, capitalization of proper nouns, and spelling of high-frequency words.
- ELL.6.6.4 Use invented spelling and some limited elements of conventional spelling.

Early Intermediate (Level 2)

- ELL.6.6.5 Edit and correct punctuation, capitalization, and spelling of high-frequency words.
- ELL.6.6.6 Edit writing with assistance to clarify meaning, mechanics, and organization.
- ELL.6.6.7 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.6.6.8 Use invented spelling and some elements of conventional spelling.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Intermediate (Level 3)

- ELL.6.6.9 Edit writing for word choice, organization, and consistent variation among grammatical forms.
- ELL.6.6.10 Edit and correct most grammatical structures.
- ELL.6.6.11 Use some clauses, phrases, and mechanics of writing to consistently vary grammatical forms.
- ELL.6.6.12 Write brief and simple paragraphs with some transitions.
- ELL.6.6.13 Use most elements of conventional spelling.

Advanced (Level 4)

- ELL.6.6.14 Review and revise writing for appropriate word choice, organization, point of view, and transitions.
- ELL.6.6.15 Edit writing for consistent use of grammatical structures and mechanics.
- ELL.6.6.16 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.6.6.17 Write clear paragraphs with appropriate transitions.
- ELL.6.6.18 Use conventional spelling with little error.

Fluent English Proficient (Level 5)

- ELL.6.6.19 Review and revise writing for appropriate word choice, organization, consistent point of view, transitions, and standard grammatical forms.
- ELL.6.6.20 Edit writing for mechanics and standard English grammatical forms.
- ELL.6.6.21 Use clauses, phrases, mechanics of writing, and parallel structure to consistently vary grammatical forms.
- ELL.6.6.22 Write clear and coherent paragraphs with effective transitions and sentence structure.
- ELL.6.6.23 Use conventional spelling.

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

Language minority students will listen and speak for specific purposes to express focused ideas to an intended audience.

Beginner (Level 1)

- ELL.6.7.1 Identify and restate speaker's main purpose when presentation is supported visually; express nonverbally (e.g., pictures, tables, graphic organizers) or with simple spoken phrases or sentences.
- ELL.6.7.2 Organize a simple speech that includes visual aids to support main idea; express with simple spoken phrases or sentences.
- ELL.6.7.3 Identify primary emotion conveyed by a speaker.
- ELL.6.7.4 Prepare brief and simple oral presentations that are narrative, informational, or descriptive; express through role play or with simple spoken phrases or sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Early Intermediate (Level 2)

- ELL.6.7.5 Identify and state speaker's main purpose and ask simple questions regarding content that is supported with visual aids.
- ELL.6.7.6 Prepare and express with simple spoken sentences a simple speech that includes visual aids to support the main idea.
- ELL.6.7.7 Identify and express with simple spoken sentences emotions conveyed by a speaker.
- ELL.6.7.8 Deliver brief and simple oral presentations – such as narratives, responses to literature, or descriptive and informational presentations – with simple spoken sentences.

Intermediate (Level 3)

- E ELL.6.7.9 Identify and state speaker's main purpose and ask questions regarding content and delivery.
- ELL.6.7.10 Organize and deliver a speech that includes visual aids to support the main idea with simple, detailed spoken sentences.
- ELL.6.7.11 Understand with clarity and meaning the ideas presented by a speaker.
- ELL.6.7.12 Identify and state the mood and tone of a presentation with simple, detailed spoken sentences.
- ELL.6.7.13 Deliver brief and simple oral presentations for a given context – including narratives, simple responses to literature, informational and persuasive presentations, and problems and solutions – with simple, detailed spoken sentences.

Advanced (Level 4)

- ELL.6.7.14 Paraphrase speaker's purpose and point of view and ask questions regarding content, delivery, and perspective.
- ELL.6.7.15 Organize appropriate techniques for speech delivery that include coordinating visual aids and varied use of classical speech forms.
- ELL.6.7.16 Analyze ideas presented by a speaker for clarity and meaning.
- ELL.6.7.17 Assess how language and delivery affect the mood and tone of a presentation.
- ELL.6.7.18 Select and deliver appropriate oral presentations for a given context, including narratives, responses to literature, informational and persuasive presentations, and problems and solutions.

Fluent English Proficient (Level 5)

- ELL.6.7.19 Paraphrase and explain the speaker's purpose and point of view and ask relevant questions regarding content, delivery, and perspective.
- ELL.6.7.20 Select, organize, and deliver appropriate techniques for speech delivery that include appropriate and coordinating visual aids and varied use of classical speech forms.
- ELL.6.7.21 Evaluate ideas presented by a speaker for clarity, coherence, and effectiveness.
- ELL.6.7.22 Evaluate how language and delivery affect the mood and tone of a presentation.
- ELL.6.7.23 Select and deliver appropriate, more well-developed oral presentations for a given context, including narratives, responses to literature, informational and persuasive presentations, and problems and solutions.