



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Grade 7

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.7.1.1 Begin to produce most English phonemes while reading one's own writing or simple texts.
- ELL.7.1.2 Identify common English phonemes and morphemes.

Early Intermediate (Level 2)

- ELL.7.1.3 Use common English morphemes while reading.
- ELL.7.1.4 Identify use of similes and metaphors in simple literary works and poetry.

Intermediate (Level 3)

- ELL.7.1.5 Apply knowledge of familiar English morphemes to solicit meaning from literary works and content-area texts.
- ELL.7.1.6 Identify some similes, idioms, metaphors, and analogies in simple literature or poetry.

Advanced (Level 4)

- ELL.7.1.7 Apply knowledge of root words, suffixes, and affixes to solicit meaning from literary works and content-area texts.
- ELL.7.1.8 Evaluate appropriate context for use of similes, metaphors, analogies, and idioms in prose and poetry.

Fluent English Proficient (Level 5)

- ELL.7.1.9 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to solicit meaning from literary works and content-area texts.
- ELL.7.1.10 Analyze and evaluate appropriate context for use of similes, metaphors, analogies, and idioms in prose and poetry.



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.7.2.1 Identify main idea and limited details of familiar texts nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using key words and phrases.
- ELL.7.2.2 Respond to simple, factual questions about informational materials nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using key words and phrases.
- ELL.7.2.3 Recognize different and familiar informational materials (e.g., newspaper, brochure, announcement).

Early Intermediate (Level 2)

- ELL.7.2.4 Identify with simple oral sentences the main idea and some details of informational materials, literary works, and content-area texts.
- ELL.7.2.5 Explain with simple oral sentences the main idea and some details of some informational materials.
- ELL.7.2.6 Identify with key words and phrases the components of visually supported informational materials.

Intermediate (Level 3)

- ELL.7.2.7 Read informational, content-area, and literary texts to orally explain with simple, descriptive sentences the main ideas and supporting details.
- ELL.7.2.8 Explain the different features of most informational materials.
- ELL.7.2.9 Identify the primary differences between a variety of informational materials and express with simple, descriptive sentences.
- ELL.7.2.10 Evaluate the main idea and some supporting details presented in literary works and content-area texts.

Advanced (Level 4)

- ELL.7.2.11 Identify and describe the main ideas asserted in informational materials, literary works, and content-area texts.
- ELL.7.2.12 Describe the variety of styles expressed in consumer documents and informational materials.
- ELL.7.2.13 Identify and explain the difference between various informational documents.
- ELL.7.2.14 Review the quality of persuasive evidence presented by the author in literary works and content-area texts.

Fluent English Proficient (Level 5)

- ELL.7.2.15 Analyze the main ideas asserted in informational materials, literary works, and content-area texts.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.7.2.16 Analyze the variety of styles expressed in consumer documents and informational materials.
- ELL.7.2.17 Analyze and describe the difference between various informational documents.
- ELL.7.2.18 Evaluate the author's accuracy and appropriateness of evidence presented in literary works and content-area texts.

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.7.3.1 Respond to simple factual questions about a simple, illustratively supported literary work and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, or sentences.
- ELL.7.3.2 Demonstrate the 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, or sentences.
- ELL.7.3.3 Identify the key characters in a literary work and express nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, or sentences.

Early Intermediate (Level 2)

- ELL.7.3.4 Respond to simple factual questions about simple, illustratively supported literary works with simple spoken or written sentences.
- ELL.7.3.5 Identify and express with simple spoken or written sentences the speaker or narrator of a simple illustratively supported literary work.
- ELL.7.3.6 Determine the key differences between simple, illustratively supported literary works and express with simple spoken or written sentences.
- ELL.7.3.7 Identify the key characters and describe and express with simple spoken or written sentences.
- ELL.7.3.8 Identify the main idea of simple, illustratively supported literary works and express with simple spoken or written sentences.
- ELL.7.3.9 Collect and record the thoughts and opinions of others on a given literary work.

Intermediate (Level 3)

- ELL.7.3.10 Identify a characteristic of the short story, novel, or essay and express with simple spoken and written descriptive sentences.
- ELL.7.3.11 Respond to simple factual questions about brief short stories, novels, and essays with simple, descriptive spoken and written sentences.
- ELL.7.3.12 Identify key characters and describe some of their qualities with simple, descriptive spoken and written sentences.
- ELL.7.3.13 Identify the point of view established by the author (first person, third person, limited narration, omniscient narration, subjective, objective).
- ELL.7.3.14 Identify and express with simple, descriptive spoken and written sentences the main idea and some supporting details of a simple literary work.
- ELL.7.3.15 Read two reviews of a literary work and identify several differences asserted by reviewers; express these with simple, descriptive spoken and written sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Advanced (Level 4)

- ELL.7.3.16 Describe the key characteristics of the short story, novel, novella, and essay.
- ELL.7.3.17 Compare and contrast a variety of literary works to determine main idea, supporting details, and recurring themes.
- ELL.7.3.18 Analyze qualities of characters based on words, speech patterns, actions, and descriptions by other characters in a literary selection.
- ELL.7.3.19 Analyze elements that advance plot.
- ELL.7.3.20 Discuss the points of view established by the author (first person, third person, limited narration, omniscient narration, subjective, objective).
- ELL.7.3.21 Compare reviews of literary works and identify what influenced the remarks of the reviewer.

Fluent English Proficient (Level 5)

- ELL.7.3.22 Analyze the key characteristics and purposes of the short story, novel, novella, and essay.
- ELL.7.3.23 Analyze a variety of literary works to determine main idea, evidence, and recurring themes.
- ELL.7.3.24 Analyze and describe qualities of characters based on words, speech patterns, actions, description, and input from other characters in literary selection.
- ELL.7.3.25 Analyze elements that advance and develop plot.
- ELL.7.3.26 Discuss and contrast the points of view established by the author (first person, third person, limited narration, omniscient narration, subjective, objective).
- ELL.7.3.27 Compare reviews of literary works and describe what influenced the remarks of the reviewer.

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.7.4.1 Write a simple paragraph or essay that describes, compares, or narrates a main idea and express nonverbally (e.g., pictures, charts, tables, graphic organizers) or with simple spoken or written phrases or sentences.
- ELL.7.4.2 Create simple phrases and sentences with prompting.
- ELL.7.4.3 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration) to organize, demonstrate, and illustrate writing ideas.
- ELL.7.4.4 Consult print media to support organization and content.

Early Intermediate (Level 2)

- ELL.7.4.5 Write a short paragraph that contains supporting details on a given topic and express with a chart, graph, or simple spoken and written sentences.
- ELL.7.4.6 Use some common verbs, nouns, and high-frequency modifiers in writing.
- ELL.7.4.7 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to illustrate writing ideas.
- ELL.7.4.8 Collect information from several sources and take notes on a given topic.
- ELL.7.4.9 Review writing for meaning.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Intermediate (Level 3)

- ELL.7.4.10 Develop and express with simple spoken and written sentences a main idea for a short essay that uses quotations and facts for support.
- ELL.7.4.11 Write with varied word choice and expanded vocabulary.
- ELL.7.4.12 Use a basic graphic organizer or outline to structure writing drafts to prepare simple essays and compositions.
- ELL.7.4.13 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to organize and define writing ideas.
- ELL.7.4.14 Research several resources to support organization, content, and purpose of writing.
- ELL.7.4.15 Review and edit writing for clarity and meaning.

Advanced (Level 4)

- ELL.7.4.16 Develop a clear thesis and support it with anecdotes, descriptions, facts, statistics, and specific examples.
- ELL.7.4.17 Write with varied word choice and expanded vocabulary.
- ELL.7.4.18 Use outlining and summarizing to structure writing drafts that are clear and focused.
- ELL.7.4.19 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, spreadsheets, and the Internet to organize and refine writing selection.
- ELL.7.4.20 Research multiple resources and include original ideas to support organization, content, and purpose of writing.
- ELL.7.4.21 Review and edit writing for clarity, meaning, and audience.

Fluent English Proficient (Level 5)

- ELL.7.4.22 Develop a clear main idea and support it with anecdotes, descriptions, facts, statistics, and specific examples.
- ELL.7.4.23 Write with varied word choice and expanded, complex vocabulary.
- ELL.7.4.24 Use outlining and summarizing to structure well-developed writing drafts that are clear, coherent, and focused.
- ELL.7.4.25 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, spreadsheets, and the Internet to organize, support, and finalize writing.
- ELL.7.4.26 Research multiple resources and include original ideas to support organization, content, and purpose of writing.
- ELL.7.4.27 Review, revise, and edit writing for clarity, meaning, purpose, and audience.

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 will express with different genres and styles.

Beginner (Level 1)

- ELL.7.5.1 Write a brief narrative that includes characters, setting, and simple sequence and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.7.5.2 Solicit information from simple literary works and represent with pictures, charts, lists, or tables.
- ELL.7.5.3 Create simple compositions that assert a main idea and some details nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.
- ELL.7.5.4 Identify the intended audience of a writing selection and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.
- ELL.7.5.5 Identify the purpose for writing and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.

Early Intermediate (Level 2)

- ELL.7.5.6 Write a brief narrative that includes characters, setting, sequence, and main events and express with simple sentences.
- ELL.7.5.7 Write responses to simple illustratively supported literature works that show general comprehension of facts and express with simple sentences.
- ELL.7.5.8 Write brief expository compositions that describe, report, compare, or contrast and include a main idea and express with simple sentences.
- ELL.7.5.9 Identify the intended audience of a writing selection and express with simple sentences.
- ELL.7.5.10 Identify the purpose for writing and express with simple sentences.

Intermediate (Level 3)

- ELL.7.5.11 Write brief biographical or autobiographical narratives or short stories that express a sequence of events and supporting details.
- ELL.7.5.12 Write responses to literature that demonstrate general understanding of overall text with detailed sentences and paragraphs.
- ELL.7.5.13 Write brief expository compositions and reports that support their theses with some verbal and visual support (e.g., pictures, graphs, charts, graphic organizers).
- ELL.7.5.14 Recognize well-structured simple ideas and arguments and produce persuasive writing with simple, detailed sentences and paragraphs.
- ELL.7.5.15 Summarize the main idea of a given literary work and its supporting details and express with simple, detailed sentences and paragraphs.
- ELL.7.5.16 Use an expanded word choice to express clear message to intended audience.
- ELL.7.5.17 Identify the purpose for writing, adjusting style as appropriate.

Advanced (Level 4)

- ELL.7.5.18 Write biographical or autobiographical narratives or short stories that describe a sequence of events, point of view, and qualities of characters.
- ELL.7.5.19 Write responses to literature that demonstrate understanding of significant events, perspectives, and author style.
- ELL.7.5.20 Write expository compositions, analytical essays, and research reports that support their theses with detailed information.
- ELL.7.5.21 Write persuasive compositions that organize ideas in an effective manner, use communication (rhetorical) devices (e.g., reasoning, emotion, personal anecdote, case study, analogy) to support assertions, and defend positions with detailed evidence.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.7.5.22 Summarize main ideas and significant details of a given literary work and express these with varied word choice, descriptive sentences, and paragraphs.
- ELL.7.5.23 Vary word choice for clarity of expression and audience interest.
- ELL.7.5.24 Write for different purposes, adjusting tone and style as appropriate.

Fluent English Proficient (Level 5)

- ELL.7.5.25 Write biographical or autobiographical narratives or short stories that describe a logical sequence of events and sentiments of characters and pace events and interactions appropriately.
- ELL.7.5.26 Write responses to literature that demonstrate understanding of significant ideas and events, perspectives, author style, and communication (rhetorical) devices.
- ELL.7.5.27 Write expository compositions, analytical essays, and research reports that support their theses with detailed and relevant information.
- ELL.7.5.28 Write persuasive compositions that organize ideas and appeals in an effective manner, use specific communication (rhetorical) devices (e.g., reasoning, emotion, ethical belief, personal anecdote, case study, analogy) to support assertions, and defend positions with relevant evidence.
- ELL.7.5.29 Summarize the main idea and most significant supporting evidence and express with varied word choice and descriptive, complex sentences and paragraphs.
- ELL.7.5.30 Vary word choice for precision of expression and audience interest.
- ELL.7.5.31 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.7.6.1 Edit and correct for punctuation, including periods, exclamation points, and question marks.
- ELL.7.6.2 Identify basic sentence structures, mechanics, and vocabulary in a simple writing selection.
- ELL.7.6.3 Begin to identify appropriate final punctuation, capitalization of proper nouns, and high-frequency spelling words.
- ELL.7.6.4 Use invented spelling and limited elements of conventional spelling.

Early Intermediate (Level 2)

- ELL.7.6.5 Edit and correct punctuation, capitalization, and high-frequency spelling.
- ELL.7.6.6 Review and revise writing with assistance to clarify meaning, mechanics, and organization.
- ELL.7.6.7 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.7.6.8 Use invented spelling and some elements of conventional spelling.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Intermediate (Level 3)

- ELL.7.6.9 Edit writing for word choice, organization, and consistent variation among grammatical forms.
- ELL.7.6.10 Edit and correct some grammatical structures.
- ELL.7.6.11 Use clauses, phrases, and mechanics of writing to consistently vary grammatical forms.
- ELL.7.6.12 Write brief, simple paragraphs with some transitions.
- ELL.7.6.13 Use most elements of conventional spelling.

Advanced (Level 4)

- ELL.7.6.14 Review and revise writing for appropriate word choice, organization, point of view, and transitions.
- ELL.7.6.15 Edit writing for consistent use of grammatical structures and mechanics.
- ELL.7.6.16 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.7.6.17 Write clear paragraphs with appropriate transitions.
- ELL.7.6.18 Use conventional spelling.

Fluent English Proficient (Level 5)

- ELL.7.6.19 Review and revise writing for appropriate word choice, organization, consistent point of view, transitions, and standard grammatical forms.
- ELL.7.6.20 Edit writing for mechanics and standard grammatical forms.
- ELL.7.6.21 Use clauses, phrases, mechanics of writing, and parallel structure to consistently vary grammatical forms.
- ELL.7.6.22 Write clear and coherent paragraphs with effective transitions and sentence structures.
- ELL.7.6.23 Use conventional spelling consistently.

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.7.7.1 Identify a speaker's main purpose when presentation is supported visually.
- ELL.7.7.2 Organize a simple speech that includes visual aids to support main idea and express with words, phrases, or simple sentences.
- ELL.7.7.3 Identify the primary emotion conveyed by a speaker.
- ELL.7.7.4 Prepare brief, simple oral presentations that are narrative, informational, or descriptive and express through role play or with simple words, phrases, sentences.

Early Intermediate (Level 2)

- ELL.7.7.5 Identify and state the speaker's main purpose; ask simple questions regarding content that is supported with visual aids.
- ELL.7.7.6 Prepare a simple speech that includes visual aids to support main idea and express with simple phrases and sentences.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.7.7.7 Analyze ideas presented by a speaker for general meaning.
ELL.7.7.8 Identify emotions conveyed by a speaker.
ELL.7.7.9 Deliver brief, simple oral presentations that include narratives, responses to literature, one to two stanzas of simple poetry, and description.

Intermediate (Level 3)

- ELL.7.7.10 Identify and state a speaker's main purpose; ask questions regarding content and delivery.
ELL.7.7.11 Organize a speech that includes visual aids to support the main idea.
ELL.7.7.12 Analyze ideas presented by a speaker for clarity and meaning.
ELL.7.7.13 Identify and state the mood and tone of a presentation.
ELL.7.7.14 Deliver brief, simple oral presentations for a given context, including narratives, responses to literature, research and persuasive presentations, and poetry and dramatic recitations.

Advanced (Level 4)

- ELL.7.7.15 Paraphrase the speaker's purpose and point of view; ask questions regarding content, delivery, and perspective.
ELL.7.7.16 Organize appropriate techniques for speech delivery, including coordinating visual aids and varied use of classical speech forms.
ELL.7.7.17 Analyze ideas presented by a speaker for clarity and meaning.
ELL.7.7.18 Assess how language and delivery affect the mood and tone of a presentation.
ELL.7.7.19 Select and deliver appropriate oral presentations for a given context, including narratives, responses to literature, research and persuasive presentations, and poetry and dramatic recitations.

Fluent English Proficient (Level 5)

- ELL.7.7.20 Paraphrase and explain a speaker's purpose and point of view; ask relevant questions regarding content, delivery, and perspective.
ELL.7.7.21 Select, organize, and deliver appropriate techniques for speech delivery that include appropriate and coordinating visual aids and varied use of classical speech forms.
ELL.7.7.22 Analyze ideas presented by a speaker for clarity, coherence, and effectiveness.
ELL.7.7.23 Evaluate how language and delivery affect the mood and tone of a presentation.
ELL.7.7.24 Select, organize, and deliver appropriate, well-developed presentations for a given context, including narratives, responses to literature, research and persuasive presentations, and poetry and dramatic recitations.