



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Grade 8

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

Language minority students will listen, speak, and read to convey knowledge of words, word relationships, concepts, and the reading process.

Beginner (Level 1)

- ELL.8.1.1 Begin to produce most English phonemes while reading one's own writing or simple visually supported texts.
- ELL.8.1.2 Begin to speak using common English phonemes and morphemes.

Early Intermediate (Level 2)

- ELL.8.1.3 Use common English morphemes while reading.
- ELL.8.1.4 Convey differences of literal and figurative language with illustrations and key words and phrases.
- ELL.8.1.5 Identify the use of similes and metaphors in familiar, simple literary works.

Intermediate (Level 3)

- ELL.8.1.6 Apply knowledge of familiar English morphemes to solicit meaning from literary works and content-area texts.
- ELL.8.1.7 Describe differences of literal and figurative language with key words and simple sentences.
- ELL.8.1.8 Identify similes, idioms, metaphors, and analogies in literary works and content-area texts.

Advanced (Level 4)

- ELL.8.1.9 Apply knowledge of root words, suffixes, and affixes to solicit meaning from some literary works and content-area texts.
- ELL.8.1.10 Describe differences of literal and figurative language with key words and descriptive sentences.
- ELL.8.1.11 Understand the use of similes, metaphors, analogies, and idioms in literary works and content-area texts.

Fluent English Proficient (Level 5)

- ELL.8.1.12 Apply knowledge of root words, suffixes, and affixes to solicit meaning from literary works and content-area texts.
- ELL.8.1.13 Describe differences of literal and figurative language with key words and descriptive, complex sentences.
- ELL.8.1.14 Analyze and appropriately use similes, metaphors, analogies, and idioms in literary works and content-area texts.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Standard 2 - READING: Comprehension

Language minority students will listen, speak, read, and write for information and understanding.

Beginner (Level 1)

- ELL.8.2.1 Identify the main idea and limited details of familiar texts and express nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using key words and phrases.
- ELL.8.2.2 Respond to simple factual questions about informational materials nonverbally (e.g., pictures, tables, lists, graphic organizers) or by using simple words and phrases.
- ELL.8.2.3 Recognize various types of informational materials (e.g., newspaper, brochure, announcement).
- ELL.8.2.4 Identify the main idea in illustratively supported informational and technical materials nonverbally (e.g., pictures, tables, lists, graphic organizers) or with key words and phrases.

Early Intermediate (Level 2)

- ELL.8.2.5 Identify the main idea and a few details from informational materials, simple literary works, and some content-area texts with simple oral sentences.
- ELL.8.2.6 Explain the main idea and some details of some informational materials.
- ELL.8.2.7 Identify with simple sentences the components of illustratively supported informational materials.
- ELL.8.2.8 Identify and express with simple sentences some details the author uses to support main idea.

Intermediate (Level 3)

- ELL.8.2.9 Read informational, content-area, and literary texts and orally explain with simple descriptive sentences the main ideas and supporting details.
- ELL.8.2.10 Explain the different features of most informational materials.
- ELL.8.2.11 Identify and express with simple descriptive sentences the primary differences between a variety of informational materials.
- ELL.8.2.12 Identify details the author uses to support the main idea and express with simple, descriptive sentences.

Advanced (Level 4)

- ELL.8.2.13 Identify and describe the main ideas asserted in informational materials and content-area texts.
- ELL.8.2.14 Analyze the variety of styles expressed in informational materials.
- ELL.8.2.15 Identify and explain the difference between various informational documents.
- ELL.8.2.16 Describe the effectiveness of the development of the main idea.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Fluent English Proficient (Level 5)

- ELL.8.2.17 Analyze the main ideas asserted in informational materials, literary works, and content-area texts.
- ELL.8.2.18 Analyze the variety of styles expressed in various documents and informational materials.
- ELL.8.2.19 Analyze and describe the difference between various informational documents.
- ELL.8.2.20 Evaluate the techniques and effectiveness of the development of the main idea.

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.8.3.1 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.8.3.2 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, or sentences.
- ELL.8.3.3 Identify the key characters in a literary work nonverbally (e.g., pictures, lists, tables, graphic organizers) or with simple spoken or written words, phrases, or sentences.
- ELL.8.3.4 Create a simple table or chart that shows the characteristics of one or two forms of simple literature (poetry, fiction, nonfiction).

Early Intermediate (Level 2)

- ELL.8.3.5 Respond to simple factual questions about simple, illustratively supported literary works and express with simple spoken or written sentences.
- ELL.8.3.6 Identify the speaker or narrator of a simple, illustratively supported literary work and express with simple spoken or written sentences.
- ELL.8.3.7 Determine the key differences between simple, illustratively supported fiction and poetry and express with simple spoken sentences.
- ELL.8.3.8 Identify and describe the qualities of key characters and express with simple spoken or written sentences.
- ELL.8.3.9 Identify the main idea of simple, illustratively supported literary works and express with simple spoken or written sentences.

Intermediate (Level 3)

- ELL.8.3.10 Respond to simple factual questions about brief short stories, novels, and essays and express with simple, descriptive spoken and written sentences.
- ELL.8.3.11 Identify similes and key vocabulary in fiction and poetry.
- ELL.8.3.12 Identify one to two literary devices within literary works.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.8.3.13 Explain meaning from a literary selection.
- ELL.8.3.14 Identify the main idea and some supporting details of simple fiction and poetry and express with simple, descriptive spoken and written sentences.

Advanced (Level 4)

- ELL.8.3.15 Describe how some structural features, word choice, and literary devices in literary works impact clarity and comprehensibility.
- ELL.8.3.16 Identify literary devices used within literary works, including metaphors, dialects, symbolism, and irony.
- ELL.8.3.17 Compare and contrast a variety of literary works with the same theme and express with detailed sentences.
- ELL.8.3.18 Describe the key characteristics of most forms of fiction and poetry such as a short story, essay, novel, ballad, lyric, and epic.
- ELL.8.3.19 Explain the literary elements of plot, setting, and characters with detailed sentences.
- ELL.8.3.20 Identify and describe with detailed sentences the author's point of view in a literary selection.

Fluent English Proficient (Level 5)

- ELL.8.3.21 Evaluate and describe how structural features, word choice, and literary devices in literary works impact clarity and comprehensibility.
- ELL.8.3.22 Describe literary devices used within literary works, including metaphors, dialects, symbolism, and irony.
- ELL.8.3.23 Analyze a variety of literary works to determine main idea, supporting details, and recurring themes.
- ELL.8.3.24 Describe the key characteristics of fiction and poetry such as a short story, essay, novel, ballad, lyric, couplet, elegy, ode, sonnet, and epic.
- ELL.8.3.25 Compare and contrast key qualities of characters across a variety of literary works.
- ELL.8.3.26 Analyze the development of plot.
- ELL.8.3.27 Analyze and articulate how a literary selection reflects the attitudes and beliefs of the author.

Standard 4 - WRITING: Process

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

Beginner (Level 1)

- ELL.8.4.1 Convey a main idea by expressing nonverbally (e.g., pictures, charts, tables, graphic organizers) or with simple spoken or written phrases or sentences.
- ELL.8.4.2 Use graphic organizers to convey simple phrases and sentences with assistance.
- ELL.8.4.3 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration) to organize, demonstrate, and illustrate writing ideas.
- ELL.8.4.4 Consult print media to support organization and content.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

Early Intermediate (Level 2)

- ELL.8.4.5 Write a short paragraph that contains supporting details on a given topic and express with simple spoken or written sentences when supported visually (e.g., pictures, charts, tables, graphic organizers).
- ELL.8.4.6 Use common verbs, nouns, and high-frequency modifiers in writing.
- ELL.8.4.7 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to illustrate writing ideas.
- ELL.8.4.8 Collect information from several sources and prepare an outline.
- ELL.8.4.9 Review writing for clarity.

Intermediate (Level 3)

- ELL.8.4.10 Develop a main idea for a short paragraph that uses quotations and facts to support it and express with simple, descriptive spoken and written sentences.
- ELL.8.4.11 Write with varied word choice and expanded vocabulary.
- ELL.8.4.12 Use a basic graphic organizer or chart and outlining to structure writing drafts for simple essays and compositions.
- ELL.8.4.13 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, and the Internet to organize and define writing ideas.
- ELL.8.4.14 Research several resources to support organization, content, and purpose of writing.
- ELL.8.4.15 Review and edit writing for clarity and meaning.

Advanced (Level 4)

- ELL.8.4.16 Develop a clear thesis and support appropriately with analogies, quotations, and facts.
- ELL.8.4.17 Write with varied word choice and expanded vocabulary.
- ELL.8.4.18 Use outlining and summarizing to structure clear and focused writing drafts.
- ELL.8.4.19 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, spreadsheets, and the Internet to organize and refine writing selection.
- ELL.8.4.20 Research several resources and include original ideas to support organization, content, and purpose of writing.
- ELL.8.4.21 Review and edit writing for clarity, meaning, and audience.

Fluent English Proficient (Level 5)

- ELL.8.4.22 Develop a clear thesis and use a variety of communication (rhetorical) devices to support it.
- ELL.8.4.23 Write with varied word choice and expanded, complex vocabulary.
- ELL.8.4.24 Use outlining and summarizing to structure writing drafts that are clear, coherent, and focused.
- ELL.8.4.25 Utilize visually supportive technology tools (e.g., Kidspiration, Inspiration), word processing software, spreadsheets, and the Internet to organize, support, and finalize writing selection.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.8.4.26 Research multiple resources and include original ideas to support organization, content, and purpose of writing.
- ELL.8.4.27 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, and write for varied purposes and audiences with different genres and styles.

Beginner (Level 1)

- ELL.8.5.1 Write a brief narrative that includes characters, a setting, and simple sequence and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.
- ELL.8.5.2 Identify the main idea from simple literary works and represent with pictures, charts, lists, or tables.
- ELL.8.5.3 Create simple compositions that assert a main idea and some details nonverbally (e.g., pictures, gestures, graphic organizers) and with simple sentences.
- ELL.8.5.4 Identify the intended audience of a writing selection and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.
- ELL.8.5.5 Identify the purpose for writing and express nonverbally (e.g., pictures, gestures, graphic organizers) or with simple sentences.

Early Intermediate (Level 2)

- ELL.8.5.6 Write a brief narrative that includes characters, a setting, sequence, and main events and express with simple sentences.
- ELL.8.5.7 Write responses to simple illustratively supported literature works that show general comprehension of facts and express with simple sentences.
- ELL.8.5.8 Write brief expository compositions that describe, report, compare or contrast, and include a main idea and express with simple sentences.
- ELL.8.5.9 Identify the intended audience of a writing selection and express with simple sentences.
- ELL.8.5.10 Identify the purpose for writing and express with simple sentences.

Intermediate (Level 3)

- ELL.8.5.11 Write brief biographical or autobiographical narratives or short stories that express a sequence of events and supporting details.
- ELL.8.5.12 Write responses with detailed sentences and paragraphs to literature that demonstrate a general understanding of overall text.
- ELL.8.5.13 Write brief expository compositions and reports that support their theses with some verbal and visual support (e.g., pictures, graphs, charts, graphic organizers).



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.8.5.14 Recognize well-structured simple ideas and arguments and produce persuasive writing with detailed sentences and paragraphs.
- ELL.8.5.15 Follow and write brief technical documents, such as a “how to” manual, to report information that includes illustratively supported examples.
- ELL.8.5.16 Use an expanded word choice to express a clear message to intended audience.
- ELL.8.5.17 Identify purpose for writing, adjusting style as appropriate.

Advanced (Level 4)

- ELL.8.5.18 Write biographical or autobiographical narratives or short stories that describe a sequence of events and qualities of characters.
- ELL.8.5.19 Write responses to literature that demonstrate understanding of significant events, perspectives, and author style.
- ELL.8.5.20 Write expository compositions, analytical essays, and research reports that support their theses with detailed information.
- ELL.8.5.21 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.
- ELL.8.5.22 Write technical documents, such as a “how to” manual, to report information that includes definitions and examples.
- ELL.8.5.23 Vary word choice for clarity of expression and audience interest.
- ELL.8.5.24 Write for different purposes, adjusting tone and style as appropriate.

Fluent English Proficient (Level 5)

- ELL.8.5.25 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.8.5.26 Write responses to literature that demonstrate understanding of significant ideas and events, perspectives, author style, and communication (rhetorical) devices.
- ELL.8.5.27 Write expository compositions, analytical essays, and research reports that support their theses with detailed and relevant information.
- ELL.8.5.28 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.8.5.29 Write technical documents, such as a “how to” manual, to report information that includes definitions and examples logically.
- ELL.8.5.30 Vary word choice for precision of expression and audience interest.
- ELL.8.5.31 Write for different purposes, adjusting tone and style as appropriate.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

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.8.6.1 Edit simple sentences and correct punctuation, including periods, exclamation points, and question marks.
- ELL.8.6.2 Identify basic sentence structures, mechanics, and vocabulary in a simple writing selection.
- ELL.8.6.3 Review and revise writing for appropriate final punctuation, capitalization of proper nouns, and high-frequency spelling words.
- ELL.8.6.4 Use invented spelling and limited elements of conventional spelling.

Early Intermediate (Level 2)

- ELL.8.6.5 Edit simple sentences and correct punctuation, capitalization, and high-frequency spelling.
- ELL.8.6.6 Review and revise writing with assistance to clarify meaning, mechanics, and organization.
- ELL.8.6.7 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.8.6.8 Use invented spelling and some elements of conventional spelling.

Intermediate (Level 3)

- ELL.8.6.9 Review and revise writing for word choice, organization, and consistent variation among grammatical forms.
- ELL.8.6.10 Edit simple sentences or paragraphs and correct some grammatical structures.
- ELL.8.6.11 Use clauses, phrases, and mechanics of writing to consistently vary grammatical forms.
- ELL.8.6.12 Write brief, simple paragraphs with some transitions.
- ELL.8.6.13 Use some elements of conventional spelling.

Advanced (Level 4)

- ELL.8.6.14 Review and revise writing for appropriate word choice, organization, point of view, and transitions.
- ELL.8.6.15 Edit writing for consistent use of grammatical structures and mechanics.
- ELL.8.6.16 Use clauses, phrases, and mechanics of writing to vary grammatical forms.
- ELL.8.6.17 Write clearly organized paragraphs with appropriate transitions.
- ELL.8.6.18 Use most elements of conventional spelling.

Fluent English Proficient (Level 5)

- ELL.8.6.19 Review and revise writing for appropriate word choice, organization, consistent point of view, transitions, and standard grammatical forms.
- ELL.8.6.20 Edit writing for mechanics and standard grammatical forms.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.8.6.21 Use clauses, phrases, mechanics of writing, and parallel structure to consistently vary grammatical forms.
- ELL.8.6.22 Write clear, coherent paragraphs with effective transitions and sentence structures.
- ELL.8.6.23 Use conventional spelling.

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

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

Beginner (Level 1)

- ELL.8.7.1 Identify and restate a speaker's main purpose when presentation is visually supported.
- ELL.8.7.2 Organize a simple speech that includes visual aids to support main idea and express with basic words, phrases, or simple sentences.
- ELL.8.7.3 Identify the primary emotion conveyed by a speaker.
- ELL.8.7.4 Deliver brief, simple oral presentations that are narrative, informational, or descriptive and express through role play or with simple words, phrases, or sentences.

Early Intermediate (Level 2)

- ELL.8.7.5 Identify and state a speaker's main purpose and ask simple questions regarding content that is supported with visual aids.
- ELL.8.7.6 Organize a simple speech that includes visual aids to support main idea and express with simple phrases and sentences.
- ELL.8.7.7 Analyze for general meaning the ideas presented by the speaker.
- ELL.8.7.8 Identify the emotions conveyed by a speaker.
- ELL.8.7.9 Deliver brief, simple oral presentations that include narratives, responses to literature, one to two stanzas of simple poetry, and descriptions.

Intermediate (Level 3)

- ELL.8.7.10 Identify and state a speaker's main purpose and ask questions regarding content and delivery.
- ELL.8.7.11 Organize a short oral presentation that includes visual aids to support the main idea.
- ELL.8.7.12 Analyze for meaning the ideas presented by a speaker.
- ELL.8.7.13 Identify and state the mood and tone of a presentation.
- ELL.8.7.14 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.8.7.15 Paraphrase a speaker's purpose and point of view and ask questions regarding content, delivery, and perspective.



Archdiocese of Washington Catholic Schools

Academic Standards

English Language Learners

- ELL.8.7.16 Choose and organize appropriate techniques for speech delivery that include coordinating visual aids and varied use of classical speech forms.
- ELL.8.7.17 Analyze for clarity and meaning the ideas presented by a speaker.
- ELL.8.7.18 Assess how language and delivery affect the mood of a presentation.
- ELL.8.7.19 Select and deliver appropriate oral presentations for a given context that include narratives, responses to literature, and research presentations.

Fluent English Proficient (Level 5)

- ELL.8.7.20 Paraphrase a speaker's purpose and point of view and ask relevant questions regarding content, delivery, and perspective.
- ELL.8.7.21 Choose and organize appropriate techniques for speech delivery that include coordinating visual aids and varied use of classical speech forms.
- ELL.8.7.22 Analyze for clarity, coherence, and effectiveness the ideas presented by a speaker.
- ELL.8.7.23 Assess how language and delivery affect the mood and tone of a presentation.
- ELL.8.7.24 Select and deliver appropriate oral presentations for a given context including narratives, responses to literature, research and persuasive presentations, and poetry and dramatic recitations.