



# Nebraska English Language Proficiency Standards



The contents of this document were developed under a grant from the U.S. Department of Education. Those contents do not necessarily represent the policy of the U.S. Department of Education, however; you should not assume endorsement by the Federal Government. April 2014



**Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices**

<b>1</b>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
<b>2</b>	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
<b>3</b>	speak and write about grade-appropriate complex literary and informational texts and topics
<b>4</b>	construct grade-appropriate oral and written claims and support them with reasoning and evidence
<b>5</b>	conduct research and evaluate and communicate findings to answer questions or solve problems
<b>6</b>	analyze and critique the arguments of others orally and in writing
<b>7</b>	adapt language choices to purpose, task, and audience when speaking and writing
<b>8</b>	determine the meaning of words and phrases in oral presentations and literary and informational text
<b>9</b>	create clear and coherent grade-appropriate speech and text
<b>10</b>	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

### **Alternate Organization of the ELP Standards**

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,<sup>2</sup> productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.)

Modalities	Domains	Corresponding ELP Standards	
<b>Receptive<sup>3</sup> modalities:</b> This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<b>Productive modalities:</b> The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

<sup>2</sup> The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

<sup>3</sup> The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.

## Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards (Provided by CCSSO)

### Introduction

The Council of Chief State School Officers (CCSSO) utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English language proficiency standards (ELP Standards) (CCSSO, 2013). The ELP Standards were developed for grades K, 1, 2–3, 4–5, 6–8, and 9–12, to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college and career readiness standards in mathematics, science, and English language arts (ELA)/literacy (CCR standards) and that are necessary in order for English language learners (ELLs) to be successful in schools.

The purpose of this *Proficiency Level Descriptors<sup>4</sup> for English Language Proficiency Standards* document is to complement, rather than replace, the ELP Standards. This document provides summary definitions and more detailed descriptions of what ELLs' *language forms<sup>5</sup>* might look like as ELLs gain proficiency with the strategic set of *language functions<sup>6</sup>* outlined in the ELP Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated.

### **Proficiency Level Descriptor Summaries**

In general, PLDs provide “descriptions of the level of English language knowledge and skills required of each [proficiency] level” (Perie, 2008, p. 15). When designing the ELP Standards, the language forms outlined in the PLDs were embedded throughout the grade-level/grade-span ELP Standards according to the grade-appropriate expectations that had been placed in each ELP Standard.

High level summaries of the PLDs provide an overview in relation to:

1. the degree of control of English that ELLs typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the ELP Standards; and
2. what the forms of ELLs' language-related performance typically look like.

---

<sup>4</sup> A note on the use of the term *Proficiency*, rather than *Performance*, in this phrase: The ELP Standards focus on *proficiency* levels rather than *performance* levels. For consistency with the ELP Standards, this document uses the term *Proficiency Level Descriptors*, rather than *Performance Level Descriptors* as had been suggested in Perie (2008), a journal article that primarily focuses on creating PLDs for content-area assessments. The descriptors detailed in this document address five ELP levels; the uppermost ELP level is part of the calculation of whether a student is fully English proficient.

<sup>5</sup> As used in the ELP Standards, the term *language forms* refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

<sup>6</sup> As used in the ELP Standards, the term *language functions* refers to what students *do* with language to accomplish content-specific tasks.

**Table 1. High Level Summaries of Forms Embedded within the ELP Standards**

	By the end of each ELP level, an ELL can				
	1	2	3	4	5
<b>PLD Summary</b>	<ul style="list-style-type: none"> <li>• show limited control of English when participating in grade-appropriate classroom activities</li> <li>• convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show emerging control of English when participating in grade-appropriate classroom activities</li> <li>• convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show developing control of English when participating in grade-appropriate classroom activities</li> <li>• use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show increasingly independent control of English when participating in grade-appropriate classroom activities</li> <li>• convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• show independent control of English when participating in grade-appropriate classroom activities</li> <li>• convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary</li> </ul>

Additionally, once a student is considered English proficient for the purposes of ELL assessment and eligibility for ELL services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one’s lifetime.

**Detailed Proficiency Level Descriptors**

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in ELP Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as ELLs develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the PLDs in Table 2 were framed in relation to the “high-leverage characteristics” (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary<sup>7</sup> levels. Bailey and colleagues (2013) clarify that “Analogous to Stevens et al.’s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features” (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors' preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. Discourse level: level of control over organization, cohesion, and overall stamina
2. Sentence level: sophistication of sentence structure
3. Vocabulary level: sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

**Table 2. Detailed Proficiency Level Descriptors for Forms Embedded within the ELP Standards<sup>8</sup>**

	1	2	3	4	5
<p><b>Discourse Level</b></p> <p><i>What is the amount of content-specific language that can be quickly processed or easily produced?</i></p>	<ul style="list-style-type: none"> <li>• simple information about an event, experience, and/or topic</li> <li>• short sentences composed of simple or predictable phrases or sentences</li> <li>• limited (i.e., initial) cohesion among sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• a brief sequence of events in order and/or introduction of a topic with supporting details</li> <li>• multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems</li> <li>• loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced)</li> <li>• related paragraphs on grade-appropriate content-area texts</li> <li>• developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation)</li> <li>• multiple paragraphs containing a variety of sentences on grade-appropriate content-area text</li> <li>• increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)</li> </ul>	<ul style="list-style-type: none"> <li>• complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation)</li> <li>• multiple paragraphs, chapters, and essays on grade-appropriate content-area text</li> <li>• accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events</li> </ul>

<sup>7</sup> Referred to as the “word” level in Bailey & Heritage, 2008; Bailey, et al., (2013).

<sup>8</sup> As a reminder: See the grade-level/grade-span ELP Standards (CCSSO, 2013) for specific expectations around student ELP-related performance.

<p><b>Sentence Level</b></p> <p><i>How much information is packed within a sentence structure (clause) or sentence?</i></p>	<p>syntactically simple sentences including:</p> <ul style="list-style-type: none"> <li>• verb tenses such as present, present progressive, simple future (going to), simple past</li> <li>• modifiers such as adjectives, adverbs</li> <li>• simple grammatical constructions (e.g. commands, some <i>wh</i>-questions, declaratives)</li> <li>• common social and instructional patterns or forms</li> </ul>	<p>combinations of simple sentence structures including:</p> <ul style="list-style-type: none"> <li>• verb tenses such as past tense (irregular), past progressive, simple future</li> <li>• modifiers such as frequently occurring prepositions, adjectives, adverbs</li> <li>• repetitive phrases and sentence patterns across content areas</li> </ul>	<p>descriptive sentences characterized by frequently occurring complex sentence structures including:</p> <ul style="list-style-type: none"> <li>• verb tenses such as present perfect</li> <li>• modifiers such as subordinating conjunctions, and prepositional phrases</li> <li>• simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas</li> </ul>	<p>descriptive sentences characterized by increasingly complex sentence structures including:</p> <ul style="list-style-type: none"> <li>• verb tenses such as past perfect</li> <li>• modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers)</li> <li>• expanded simple compound, and complex sentence patterns characteristic of content areas</li> </ul>	<p>descriptive sentences characterized by wide variety of sophisticated sentence structures including:</p> <ul style="list-style-type: none"> <li>• verb tenses such as passive voice and subjunctive</li> <li>• modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers)</li> <li>• a wide range of idiomatic and unique sentence patterns characteristic of content areas</li> </ul>
<p><b>Vocabulary Level</b></p> <p><i>What is the range and specificity of words, phrases, and expressions used?</i></p>	<p>a limited (i.e., initial) range of simple vocabulary including:</p> <ul style="list-style-type: none"> <li>• very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents)</li> <li>• a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words</li> <li>• frequently occurring pronouns used with initial control (and occasional misapplications)</li> <li>• nonverbal communication</li> </ul>	<p>a simple vocabulary including:</p> <ul style="list-style-type: none"> <li>• frequently occurring words and phrases</li> <li>• one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas</li> <li>• frequently occurring pronouns used with increasing precise control</li> <li>• a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form</li> </ul>	<p>a developing vocabulary including:</p> <ul style="list-style-type: none"> <li>• words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions</li> <li>• an emerging awareness of how to create new words from familiar words (i.e., <i>electricity from electric</i>), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words</li> <li>• relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>)</li> <li>• transparent idioms with developing grammatical complexity</li> </ul>	<p>a wider vocabulary including:</p> <ul style="list-style-type: none"> <li>• a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases</li> <li>• multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations</li> <li>• an increasing number of intensive pronouns to add emphasis to a statement (e.g., <i>myself, ourselves</i>)</li> <li>• semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity</li> </ul>	<p>a wide vocabulary including:</p> <ul style="list-style-type: none"> <li>• a larger proportion of vivid, less frequently occurring words and phrases</li> <li>• precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language</li> <li>• precise use of intensive pronouns</li> <li>• opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity</li> </ul>

### ***A Note on Tables 1 and 2***

The Levels 1–5 descriptors in Table 1 and Table 2 describe targets for ELL performance by the end of each ELP level. However, students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELLs’ native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., “a Level 1 student”), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

### ***A Note on Scaffolding***

While many ELP standards’ PLDs include references to scaffolding, the PLDs shown in this document do not include reference to scaffolding in relation to ELP levels. As outlined in Guiding Principle 4 of the ELP Standards, it is recommended that scaffolding should not be framed only as support to be provided to ELLs with lower levels of ELP, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of ELP. Guiding Principle 4 states:

ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. *The type and intensity of the scaffolding provided will depend on each student’s ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.* (CCSSO, 2013, p. 4; emphasis added)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of ELP, not just at the lower ELP levels.

Students at *every* level of English language proficiency will engage in some academic tasks that require *little or no* scaffolding because the students have already mastered the requisite skills and language; other tasks that require *moderate* scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require *substantial* scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original)

## **Appendix C: Students with Limited or Interrupted Formal Education**

Students with Limited or Interrupted Formal Education (SLIFE), also referred to as Students with Interrupted Formal Education (SIFE) or Limited Formal Schooling (LFS), are limited English proficient students who have entered U.S. schools and function at least two years below grade level. They are generally recent arrivals enrolling in upper elementary, middle and high school, whose backgrounds and educational experiences may be quite different from the school environment they are entering. They may have limited literacy skills in their native language. Their education may have been interrupted for a variety of reasons, including war, civil unrest, migration, poverty, relocation, or having limited access to school.

These students face many challenges. They are trying to learn academic content while simultaneously learning English—a challenging prospect for all English Language Learners (ELLs). These students have the additional challenge of trying to learn the culture of U.S. schools and navigate expectations that may be significantly different from the educational environments from which they came. If they are in high school, they may also have limited time to successfully meet these goals in order to graduate. Regardless of prior schooling experiences, efforts should be made at the time of enrollment to place these students in age and grade appropriate levels.

While some of these descriptors below may not be present in each SLIFE student, and some indicators may be present due to other factors, the following descriptors may be helpful when considering whether or not a student’s educational experience has been affected by limited or interrupted schooling.

### ***Indicators that a student may be SLIFE include:***

- Inadequate school records, no school records, or school records with gaps
- Reports by student and/or parent/guardian of not having attended school
- Poor attendance records from prior schools, frequent absences, and/or tardiness at current school
- Low literacy level in the native language
- Weak grasp of grade-level content material due to lack of opportunity to learn English or lack of school experiences
- Lack of awareness of the basic expectations of the school environment

(Indicators adapted from *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guide for Educators*, DeCapua, Smathers, and Tang, 2009)

### ***Identification of SLIFE Students***

The following information/assessments may be useful in identifying students:

- Student/parent interview that includes background information on prior schooling experiences
- Last grade completed in another state or country
- Writing samples in native language to determine literacy in native language, if possible
- Language proficiency assessment to determine level of English acquisition
- Math or other content assessments

### ***General Teaching Strategies for ELLs with Limited or Interrupted Formal Education***

Though not an exhaustive list, the following strategies can provide needed support to ELLs in the content classroom:

- Key terms and concepts on display
- Thematically organized curriculum which may include fewer topics and given more time
- Intentional use of advance and graphic organizers
- Access prior knowledge using KWL charts or other strategies
- Drawings, diagrams, graphs, and other visual aides
- Scaffolding strategies, such as sentence frames/starters to give students the academic language they need to practice
- Multiple instructional approaches/using the multiple intelligences theory to make concepts understandable
- Models and manipulatives to demonstrate concepts
- Small group work/cooperative learning strategies
- Using “think aloud” techniques to solve problems
- For newcomers with limited language skills (verbal output), consider alternate ways of responding to show understanding of concepts
- Application of problems in a contextual situation to make learning relevant to real-life experiences
- In content classes, focus on the meaning ELL students are conveying, not so much on their grammar and usage
- Explicit teaching of vocabulary/academic language—not in isolation, but coupled with drawings, pictures, or sentence frames to aid memory and add context
- Directly teaching study skills
- Provide supports for note taking with the use of visual/advance organizers, sentence frames
- Collaboration between ELL and content teachers in planning and support
- Strategic use of linguistic accommodations in classroom and assessment

### ***Teaching Literacy to ELLs with Limited or Interrupted Formal Education***

According to the authors of *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (August, Shanahan, 2006), ELLs benefit from the same reading components identified by the National Reading Panel (NICHD, 2000)—**phonemic awareness, phonics, fluency, vocabulary, and text comprehension** as other learners do. The authors add, however, that while these components are necessary, they are not sufficient for teaching language-minority students to read and write proficiently in English. **Oral proficiency in English is critical as well—but student performance suggests that it is often overlooked in instruction.** Well-developed oral proficiency in English is associated with reading comprehension and writing skills. It is not enough to teach language language-minority students reading skills alone. Extensive oral English development must be incorporated into successful literacy instruction. **The most successful literacy instructional practices for ELLs are programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction.** In her book, *Classroom Instruction that Works with English Language Learners*, Jane Hill notes that in the urgency to teach reading and writing often in response to high-stakes testing, the need for students acquiring English to listen and talk has been overshadowed. Good writing grows from good speaking. To improve written language output, students need opportunities to practice rich academic talk.

If the measures listed above indicate a student’s education has been interrupted or is limited, begin with the *Early Literacy Readiness Skills for SLIFE Students* (see below). Another resource educators may refer to are the Common Core State Standards (CCSS) for ELA section *Reading: Foundational Skills* (NGA Center & CCSSO, 2010). This guide is a very in-depth listing of basic reading skills in a strategic order by grade level. Here is the link: <http://www.corestandards.org/ELA-Literacy/>. The resources referred to are not considered to be pre-requisites to the standards; rather their purpose serves as a place to start with some students. Integrate the Nebraska English Language Proficiency and English Language Arts Standards as appropriate.

**Early Literacy Readiness Skills for Students with Limited or Interrupted Formal Education**

<b>READINESS SKILLS</b>
<i>Example Indicators</i>
<b>SPEAKING AND LISTENING</b>
<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Divide words into individual phonemes (sounds)</li> <li>• Divide spoken sentence into individual words</li> <li>• Distinguish rhyming words from non-rhyming words</li> <li>• Produce rhyming words</li> <li>• Identify and isolate the initial and final sound of a spoken word</li> <li>• Add delete or change sounds to change words such as, cow to how</li> <li>• Blend sounds to make words</li> </ul>
<b>READING READINESS</b>
<ul style="list-style-type: none"> <li>• Recognize environmental print</li> <li>• Begin to choose own reading materials</li> <li>• Recognize own name in print</li> <li>• Hold a book and turn pages correctly</li> <li>• Can indicate front and back parts of the book</li> <li>• Respond to illustrations in book</li> <li>• Participate in group reading</li> <li>• Begin to make predications</li> <li>• Begin to make connections to own experiences</li> <li>• Memorize pattern books, songs, poems, and familiar books</li> <li>• Understand print conveys meaning</li> <li>• Begin to read environmental print</li> <li>• Read using one-to-one correspondence (match finger to words being read)</li> <li>• Follow top to bottom, left to right, and front to back</li> <li>• Know letter names</li> <li>• Know letter sounds</li> <li>• Begin to read basic sight words</li> <li>• Read books with simple patterns</li> <li>• Can identify title, author, and illustrator</li> <li>• Begin to read own writing</li> <li>• Read simple early readers</li> </ul>

<b>WRITING READINESS</b>
• Rely on pictures to convey meaning
• Begin to label and adds words
• Demonstrate that print conveys meaning
• Write recognizable letters to represent words
• Tell about own pictures and writing
• Write top to bottom, left to right
• Begin to demonstrate understanding of letter/sound relationship
• Copy letters and words from a model (Environmental print)
• Print upper/lower case letters legibly
• Use beginning consonants to make words
• Use beginning and ending consonants to make words
• Use beginning, middle, and ending sounds to make words
• Write using invented spelling
• Write names and familiar words
• Begin to use proper spacing between letters and words
• Begin to write recognizable short sentences
• Begin to use simple punctuation in writing such as, capital letters and periods
• Begin to read own writing

### ***Teaching Math to ELLs with Limited or Interrupted Formal Education***

As mentioned previously, ELLs have the double duty of trying to learn academic content while simultaneously learning English. For SLIFE students, this becomes even more challenging given their lack of prior schooling experiences. Teachers are tasked with helping students develop important mathematical concepts while also teaching them the academic language necessary to achieve state content standards. It is increasingly clear that while math and other content-based vocabulary is important for ELLs to know, teaching vocabulary words alone is insufficient to meet the demands of the college and career ready standards. Students will benefit from strategies that provide practice in participating in academic conversations. ELL teachers and classroom teachers working together to identify the language demands of a content lesson, paired with strategic scaffolds can give these students the support they need to participate in the curriculum. The *Early Math Readiness Skills for Students with Limited or Interrupted Formal Education* (see below) give teachers a place to start, with the goal of integrating the Nebraska English Language Proficiency Standards and Math Content Standards as appropriate.

### ***Early Math Readiness Skills for Students with Limited or Interrupted Formal Education***

<b>MATH READINESS*</b>
<b><i>*Students can demonstrate math readiness in English or native language.</i></b>
• Distinguish between numerals and letters
• Count orally to 10
• Say, read and write numbers to 20
• Say, read and write numbers to 100
• Count objects to 10 (Make one-to-one correspondence)
• Count objects to 20 (Make one-to-one correspondence)
• Count objects to 100 (Make one-to-one correspondence)
• Count backwards from 20
• Understand part to relationships
• Relate money to buying
• Recognize currency
• Begin to relate time to personal life, such as calendar and clock
• Sort objects according to size, shape and color
• Recognize patterns in the environment
• Use measurement for comparison such as, more/less, bigger/smaller
• Count to 10 by 2's, 20 by 5's and 100 by 10's
• Add and subtract by manipulating objects
• Use time vocabulary such as, seasons, months, hours, and minutes
• Identify shapes
• Interpret developmentally appropriate math symbols (+,-,x,=)