Nebraska English Language Proficiency

Grades 2-3

An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 2-3.1

1 **use a very limited set of strategies from read-alouds, simple written texts, and oral presentations. to:** 2-3.1.1

- a identify a few key words and phrases 2-3.1.1.A

2 **use an emerging set of strategies from read-alouds, simple written texts, and oral presentations. to:** 2-3.1.2

- a identify some key words and phrases 2-3.1.2.A
- b identify the main topic or message/lesson 2-3.1.2.B

3 **use a developing set of strategies from read-alouds, simple written texts, and oral presentations. to:** 2-3.1.3

- a identify the main topic or message 2-3.1.3.A
- b answer questions 2-3.1.3.B
- c retell some key details 2-3.1.3.C

4 **use an increasing range of strategies from read-alouds, written texts, and oral presentations. to:** 2-3.1.4

- a determine the main idea or message 2-3.1.4.A
- b identify or answer questions about some key details that support the main idea/message 2-3.1.4.B
- c retell a variety of stories 2-3.1.4.C

5 **use a wide range of strategies from read-alouds, written texts, and oral communications. to:** 2-3.1.5

- a determine the main idea or message 2-3.1.5.A
- b tell how key details support the main idea 2-3.1.5.B
- c retell a variety of stories 2-3.1.5.C

An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and an pe

Skip to main content

1 **about familiar topics.** 2-3.2.1

- a listen to and occasionally participate in short conversations 2-3.2.1.A
- b respond to simple yes/no and some wh- questions. 2-3.2.1.B

bout familiar topics. 2-3.2.2

participate in short conversations, discussions, and written exchanges 2-3.2.2.A

reader comments and questions. 2-3.2

- b take turns 2-3.2.2.B
- c respond to simple yes/no and wh- questions 2-3.2.2.C

3 about familiar topics and texts. 2-3.2.3

- a participate in short discussions and written exchanges 2-3.2.3.A
- b follow the rules for discussion 2-3.2.3.B
- c ask questions to gain information or clarify understanding 2-3.2.3.C
- d respond to the comments of others 2-3.2.3.D
- e contribute his or her own comments 2-3.2.3.E

4 about a variety of topics and texts. 2-3.2.4

- a participate in discussions, conversations, and written exchanges 2-3.2.4.A
- b follow the rules for discussion 2-3.2.4.B
- c ask and answer questions 2-3.2.4.C
- d build on the ideas of others 2-3.2.4.D
- e contribute his or her own ideas 2-3.2.4.E

5 about a variety of topics and texts. 2-3.2.5

- a participate in extended discussions, conversations, and written exchanges 2-3.2.5.A
- b follow the rules for discussion 2-3.2.5.B
- c ask and answer questions 2-3.2.5.C
- d build on the ideas of others 2-3.2.5.D
- e express his or her own ideas 2-3.2.5.E

An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. 2-3.3

1 about familiar texts, topics, experiences, or events. 2-3.3.1

- a communicate simple information 2-3.3.1.A

2 about familiar texts, topics, experiences, or events. 2-3.3.2

- a deliver simple oral presentations 2-3.3.2.A
- b compose written texts 2-3.3.2.B

3 about familiar texts, topics, experiences, or events. 2-3.3.3

- a deliver short oral presentations 2-3.3.3.A
- b compose written narratives 2-3.3.3.B
- c compose informational texts 2-3.3.3.C

bout a variety of texts, topics, experiences, or events. 2-3.3.4

- deliver short oral presentations 2-3.3.4.A

Skip to main content

b compose written narratives 2-3.3.4.B

c compose informational texts 2-3.3.4.C

5 with some details, about a variety of texts, topics, experiences, or events. 2-3.3.5

a deliver oral presentations 2-3.3.5.A

b compose written narratives 2-3.3.5.B

c compose informational texts 2-3.3.5.C

An ELL can . . . construct gradeappropriate oral and written claims and support them with reasoning and evidence. 2-3.4

1 about a familiar topic. 2-3.4.1

a express an opinion 2-3.4.1.A

2 about a familiar topic or story. 2-3.4.2

a express an opinion 2-3.4.2.A

3 about a familiar topic or story. 2-3.4.3

a express an opinion 2-3.4.3.A

b give one or more reasons for the opinion 2-3.4.3.B

4 about a variety of topics. 2-3.4.4

a introduce a topic 2-3.4.4.A

b express opinions 2-3.4.4.B

c give several reasons for the opinions 2-3.4.4.C

5 about a variety of topics. 2-3.4.5

a introduce a topic 2-3.4.5.A

b express opinions 2-3.4.5.B

c give several reasons for the opinions 2-3.4.5.C

d provide a concluding statement 2-3.4.5.D

An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 2-3.5

1 with prompting and support, 2-3.5.1

a carry out short individual or shared research projects 2-3.5.1.A

b gather information from provided sources 2-3.5.1.B

c label information. 2-3.5.1.C

2 with prompting and support, 2-3.5.2

a carry out short individual or shared research projects 2-3.5.2.A

b recall information from experience 2-3.5.2.B

gather information from provided sources 2-3.5.2.C

record some information/observations in simple notes. 2-3.5.2.D

Skip to main content

3 **with prompting and support,** 2-3.5.3

- a carry out short individual or shared research projects 2-3.5.3.A
- b recall information from experience 2-3.5.3.B
- c gather information from provided sources 2-3.5.3.C
- d record information/ observations in orderly notes. 2-3.5.3.D

4 **with prompting and support,** 2-3.5.4

- a carry out short individual or shared research projects, 2-3.5.4.A
- b recall information from experience 2-3.5.4.B
- c gather information from multiple sources 2-3.5.4.C
- d sort evidence into provided categories. 2-3.5.4.D

5 **Level 5** 2-3.5.5

- a carry out short individual or shared research projects, 2-3.5.5.A
- b recall information from experience 2-3.5.5.B
- c gather information from multiple sources 2-3.5.5.C
- d sort evidence into categories. 2-3.5.5.D

An ELL can . . . analyze and critique the arguments of others orally and in writing. 2-3.6

1 **with prompting and support,** 2-3.6.1

- a use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 2-3.6.1.A

2 **with prompting and support,** 2-3.6.2

- a identify a reason an author or a speaker gives to support the main point. 2-3.6.2.A

3 **Level 3** 2-3.6.3

- a tell how one or two reasons support the main point an author or a speaker makes. 2-3.6.3.A

4 **Level 4** 2-3.6.4

- a tell how one or two reasons support the specific points an author or a speaker makes. 2-3.6.4.A

5 **Level 5** 2-3.6.5

- a describe how reasons support the specific points an author or a speaker makes. 2-3.6.5.A

An ELL can . . . adapt language choices to pu au and writing. 2-3.7

Skip to main content

1 **Level 1** 2-3.7.1

recognize the meaning of some words learned through conversations, reading, and being read to. 2-3.7.1.A

2 **Level 2** 2-3.7.2

a show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom 2-3.7.2.A

b use some words learned through conversations, reading, and being read to. 2-3.7.2.B

3 **Level 3** 2-3.7.3

a compare examples of the formal and informal use of English 2-3.7.3.A

b (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 2-3.7.3.B

4 **Level 4** 2-3.7.4

b (at Grade 3), use a wider range of general academic and contentspecific words in conversations and discussions. 2-3.7.4.B

a adapt language choices, as appropriate, to formal and informal contexts 2-3.7.4.A

5 **Level 5** 2-3.7.5

a adapt language choices, as appropriate, to formal and informal contexts 2-3.7.5.A

b (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 2-3.7.5.B

An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.8

1 **relying heavily on visual aids, context, and knowledge of morphology in his or her native language, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 2-3.8.1

a recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions 2-3.8.1.A

2 **using context, visual aids, and knowledge of morphology in his or her native language, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 2-3.8.2

a ask and answer questions about the meaning of frequently occurring words, phrases, and expressions 2-3.8.2.A

3 **using context, some visual aids, reference materials, and a developing knowledge of English morphology, in oral discourse, readalouds, and written texts about familiar topics, experiences, or events.** 2-3.8.3

a determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions 2-3.8.3.A

4 **using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), in oral discourse, readalouds, and written texts about a variety of topics, experiences, or events.** 2-3.8.4

Skip to main content

determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions 2-3.8.4.A

b (at Grade 3) some general academic and content-specific vocabulary 2-3.8.4.B

5 **using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), in oral presentations and written texts about a variety of topics, experiences, or events.** 2-3.8.5

a determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions 2-3.8.5.A

b (at Grade 3) some general academic and content-specific vocabulary 2-3.8.5.B

An ELL can . . . create clear and coherent grade-appropriate speech and text. 2-3.9

1 **with support (including context and visual aids), and using non-verbal communication,** 2-3.9.1

a communicate simple information about an event or topic 2-3.9.1.A

b use a narrow range of vocabulary and syntactically simple sentences with limited control. 2-3.9.1.B

2 **with support (including visual aids and modeled sentences),** 2-3.9.2

a communicate simple information about a topic 2-3.9.2.A

b recount two events in sequence 2-3.9.2.B

c use frequently occurring linking words (e.g., and, then) with emerging control. 2-3.9.2.C

3 **with support (including modeled sentences),** 2-3.9.3

a present a few pieces of information about a topic 2-3.9.3.A

b recount a short sequence of events 2-3.9.3.B

c use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 2-3.9.3.C

4 **with increasingly independent control,** 2-3.9.4

a introduce an informational topic 2-3.9.4.A

b present facts about the topic 2-3.9.4.B

c recount a sequence of events, using temporal words (before, after, soon) 2-3.9.4.C

d use linking words (e.g., because, and, also) to connect ideas or events. 2-3.9.4.D

5 **with independent control,** 2-3.9.5

a introduce an informational topic 2-3.9.5.A

b present facts about the topic 2-3.9.5.B

c use temporal words to recount a coherent sequence of events, 2-3.9.5.C

d use linking words (e.g., because, and, also) to connect ideas and events 2-3.9.5.D

e provide a concluding statement about the topic. 2-3.9.5.E

Skip to main content

An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. 2-3.10

1 **with support (including context and visual aids),** 2-3.10.1

- a understand and use a small number of frequently occurring nouns and verbs 2-3.10.1.A
- b respond to simple questions. 2-3.10.1.B

2 **with support (including visual aids and modeled sentences),** 2-3.10.2

- a recognize and use some frequently occurring collective nouns (e.g. group) 2-3.10.2.A
- b recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions 2-3.10.2.B
- c produce simple sentences in response to prompts. 2-3.10.2.C