

LANGUAGE & LITERACY DEVELOPMENT

Nebraska Early Learning Guidelines for Ages 3 to 5

- LL.01 Listening and understanding**
- * Child listens to directions and conversations with understand
 - + Demonstrates understanding of the meaning of stories, songs and poems
 - * Child follows directions in sequences
 - + Follows single and multi-step or complex directions
 - * Child listens to others and responds to feelings and express ideas
 - + Responds verbally or by alternative means to simple, direct, conversational sentences
 - * Child demonstrates understanding of home and/or English languages during social interactions, program directions, and activities
- LL.02 Speaking and Communicating**
- * Child communicates needs, wants, thoughts, ideas and feelings through words, gestures, actions, or expressions
 - + Uses sentences that include two or more separate ideas using new vocabulary that has been introduced
 - + Tells about another place or time
 - + Child understands different rules for using language and variation in voice level
 - + Child begins to understand body language as a nonverbal means of communication
 - * Child communicates for a variety of purposes
 - + Attempts to solve problems with other children independently through communicating w
 - + Greets and initiates interactions with adults and peers
- LL.03 Phonological Awareness**
- * Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)
 - + Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems
 - + Spontaneously repeats songs, rhymes and chants, and creates nonsense words
 - * Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)
 - + Identifies words that begin with the same sound (alliteration)
 - * Child recognizes the connection between spoken and written words
 - + Shows growing ability to hear and discriminate separate syllables in words
 - + Isolates beginning and ending sounds of printed or spoke words.
- LL.04 Book Knowledge and Appreciation**
- * Child demonstrates interest in and appreciation of reading-related activities
 - + Shows interest when stories are read
 - + Relates events in story to own knowledge and experience
 - * Child increases knowledge about books and how they typically are read
 - + Holds book right side up
 - + Turns pages front to back
 - + Knows specific words related to books such as author and illustrator
 - + Understands that the print describes what is happening in the picture
 - * Child learns to sequence and predict a story
 - + Picture reads; tells about the story from the pictures on the cover or in the book
- LL.05 Print Awareness and Concepts**
- * Child shows an awareness of print as a form of meaningful communication
 - * Follows the print on the page, moving eyes from left to right and top to bottom
 - + Identifies some letters and numbers
 - + Recognizes and begins to write own name
 - + “Reads” familiar environmental print such as logos, posters, signs
 - * Child understands that each spoken word can be written down and read

- * Child recognizes words a unit of print and understands letters form words

LL.06 Early Writing and Alphabet Knowledge

- * Child shows an interest in early writing
 - + Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories
- * Child progresses in the identification of letters
 - + Identifies some letters and numbers
 - + Use pretend writing in play as a purposeful activity
- * Child recognizes and/or writes own name on artwork or possessions
- * Child recognizes that letters represent sounds.

LANGUAGE DEVELOPMENT

Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Listening to and Understanding Language	<ul style="list-style-type: none"> *Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories *Follows simple requests not accompanied by gestures 	<ul style="list-style-type: none"> *Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories *Follows directions of two or more steps that relate to familiar objects and experiences 	<ul style="list-style-type: none"> *Responds appropriately to specific vocabulary and simple statements, questions, and stories *Begins to follow detailed, instructional, multistep directions
Expressive Language	<ul style="list-style-type: none"> *Begins to describe and tell the use of many familiar items *Begins to be understood by most people; may mispronounce new, long, or unusual words *Begins to use three-to-four-word sentences; may omit some words or use some words incorrectly *Begins to tell simple stories about objects, events and people not present; lacks many details and conventional beginning, middle, and end 	<ul style="list-style-type: none"> *Begins to describe and tell the use of many familiar items *Begins to be understood by most people; may mispronounce new, long, or unusual words *Use three- to four-word sentences; may omit some words incorrectly *Begins to tell stories about other times and places that have a logical order and that include major details 	<ul style="list-style-type: none"> *Describes and tells the use of many familiar items *Is understood by most people; may mispronounce new, long, or unusual words *Uses complex, four- to six-word sentences *Begins to incorporate new, less-familiar, or technical words in everyday conversations. *Tells stories about other times and places that have a logical order and that include major details
Conversational and other Communication Skills	<ul style="list-style-type: none"> *Begins to engage in conversations of at least three exchange*Use appropriate eye contact, pauses, and simple verbal prompts when communicating 	<ul style="list-style-type: none"> *Begins to engage in conversations of at least three exchanges *Begins to use acceptable language and social rules while communicating with others; may need reminders 	<ul style="list-style-type: none"> *Engages in conversations of at least three exchanges *Uses acceptable language and social rules while communicating with others; may nee reminders

Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Listening to and Understanding Language	<ul style="list-style-type: none"> *Responds appropriately to specific vocabulary and simple statements, questions, and stories *Begins to follow directions of two or more steps that relate to familiar objects and experiences 	<ul style="list-style-type: none"> *Begins to respond appropriately to complex statements questions, vocabulary, and stories *Follows directions of two or more steps that relate to familiar objects and experiences *Begins to follow detailed, instructional, multistep directions 	<ul style="list-style-type: none"> *Responds appropriately to complex statements, questions, vocabulary, and stories *Follows detailed, instructional, multistep directions
Expressive Language	<ul style="list-style-type: none"> *Begins to describe, and tell the use of many familiar items *Is understood by most people, may mispronounce new, long, or unusual words *Begins to use complete, four-to-six word sentences *Begins to tell stories about other times and places that have a logical order and that include major details. 	<ul style="list-style-type: none"> *Describes and tells the use of many familiar items *Is understood by most people, may mispronounce new, long, or unusual words *Uses complete, four-to-six word sentences *Tells stories about other times and places that have a logical order and that include major details. *Begins to tell elaborate stories that refer to other times and places 	<ul style="list-style-type: none"> *Begins to incorporate new, less-familiar, or technical words in everyday conversations *Begins to pronounce multisyllabic or unusual words correctly *Begins to use long, complex sentences and follow more grammatical rules *Tells elaborate stories that refer to other times and places
Conversational and other Communication Skills	<ul style="list-style-type: none"> *Engages in conversations of at least three exchanges *Begins to use acceptable language and social rules while communicating with others: may need reminders 	<ul style="list-style-type: none"> *Engages in conversations of at least three exchanges *Uses acceptable language and social rules while communicating with others; may need reminders 	<ul style="list-style-type: none"> *Begins to engage in complex, lengthy conversations (five or more exchanges) *Begins to use acceptable language and social rules during communication with others

LITERACY DEVELOPMENT

Scope and Sequence for 3 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Phonological Awareness	<ul style="list-style-type: none"> *Begins to fill in the missing rhyming words *Begins to generate rhyming words spontaneously *Sings songs and recites rhymes and refrains repeating initial sounds *Begins to notice and show awareness of separate words in sentences 	<ul style="list-style-type: none"> *Fills in the missing rhyming word *Generates rhyming words spontaneously *Sings songs and recites rhymes with repeating initial sounds *Notices and shows awareness of separate words in sentences 	<ul style="list-style-type: none"> *Begins to decide whether two words rhyme *Begins to show awareness that some words begin the same way *Begins to notice and show awareness of separate syllables in words

Alphabet Knowledge	*Recognizes and names a few letters in own name *Begins to identify the sounds of a few letters	*Begins to recognize as many as 10 letters, especially those in own name *Begins to identify the sounds of a few letters	*Recognizes as many as 10 letters, especially those in own name *Identifies the sounds of a few letters
Print Concepts	*Begins to orient book correctly *Begins to turn pages from the front of the book to the back *Begins to recognize familiar books by their covers *Shows understanding that text is meaningful and can be read	*Orients book correctly *Turns pages from the front of the book to the back *Recognizes familiar books by their covers *Shows understanding that text is meaningful and can be read	*Begins to know some features of a book (title, author, illustrator) *Begins to connect specific books to authors *Begins to indicate where to start reading and direction to follow
Comprehension	*Contributes particular language from the book at the appropriate time *Pretends to read a familiar book, treating each page as a separate unit *Names and describes what is on each page using pictures as cues *Retells some events from a familiar story with close adult prompting	*Begins to ask and answer questions about the text *Begins to refer to pictures *Pretends to read a familiar book, treating each page as a separate unit *Names and describes what is on each page using pictures as cues *Begins to retell familiar stories using pictures or props as prompts	*Asks and answers questions about the text *Refers to pictures *Begins to pretend to read, using some of the language from the text *Begins to describe the action across pages, using pictures to order the events; may need prompts from adult *Retells familiar stories, using pictures or props as prompts
Writing	*Attempts to write name, using controlled linear scribbles *Attempts to write to convey meaning using controlled linear scribbles	*Attempts to write name using mock letters or letter-like forms *Attempts to write to convey meaning using mock letters or letter-like forms	*Attempts to write name, using letter strings *Attempts to write to convey meaning, using letter strings

Scope and Sequence for 4 year olds

Objective	Beginning of the Year	Middle of the Year	End of the Year
Phonological Awareness	*Fills in the missing rhyming word *Generates rhyming words spontaneously *Begins to show awareness that words begin the same way *Notices and shows awareness of separate words in sentences	*Begins to decide whether two words rhyme *Shows awareness that words begin the same way *Begins to match beginning sounds of some words *Begins to notice and show awareness of separate syllables in words	*Decides whether two words rhyme *Matches beginning sounds of some words *Notifies and shows awareness of separate words in syllables *Notifies and shows awareness of separate syllables in words *Begins to verbally separate and blend onset and rime
Alphabet Knowledge	*Recognizes and names a few letters in own name *Identifies the sounds of a few letters	*Recognizes as many as 10 letters, especially those in own name *Produces the correct sounds for 10-20 letters	*Begins to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order *Shows understanding that a sequence of letters represents a sequence of spoken sounds
Print Concepts	*Orients book correctly *Turns pages from the front of the book to the back *Recognizes familiar books by their covers *Begins to indicate where to start reading and the direction to follow	*Knows some features of a book (title, author, illustrator) *Connects specific books to authors *Indicates where to start reading and the direction to follow *Begins to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	*Begins to use various types of books for their intended purposes *Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Comprehension	*Begins to ask and answer questions about the text *Begins to refer to pictures *Begins to pretend to read, using some of the language from the text *Begins to describe the action across pages, using pictures to order the events; may need prompts from adults *Retells some events from a familiar story with close adult prompting	*Asks and answers questions about the text *Refers to pictures *Begins to identify story-related problems, events, and resolutions during conversations with an adult *Pretends to reading, using some of the language from the text *Describes the action across pages, using pictures to order the events; may need prompts from adult *Begins to pretend to read, reciting language that closely matches the text on the page using reading-like intonation *Retells familiar stories, using pictures or props as prompts	Identifies story-related problems, events, and resolutions during conversations with an adult *Pretends to read, reciting language that closely matches the text on each page using reading-like intonation *Retells the plot in sequence without prompting *Retells a familiar story in proper sequence, including major events and characters
Writing	*Attempts to write name; may use mock letters, letter-like forms, or letter strings *Begins to write to convey meaning; may use mock letters or letter-like forms	*Writes names (partially accurate) *Writes to convey meaning, using letter strings	*Writes name accurately (may use a combination of upper- and lowercase letters) *Writes to convey meaning using early invented spelling