

## HANDOUT 2

### Alignment Document and DRDP-K Measure LLD 6

4.0 Comprehension and Analysis of Age-Appropriate Text		<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Reading Standards for Informational Text</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> </ul>
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol> <b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Integration of Knowledge and Ideas</li> </ul> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>8. (Not applicable to literature)</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> </ul> <ol style="list-style-type: none"> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ol>

Excerpted from pages 45-46 of *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework*, ©2012 by the California Department of Education.

<p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p>4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Key Ideas and Details</b></li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic to retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Integration of Knowledge and Ideas</b></li> </ul> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension and Collaboration</b></li> </ul> <ol style="list-style-type: none"> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ol> <p>Other standard covered under “Reading for Literature” and “Reading for Informational” text:</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>
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**LLD 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

**Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Makes comments or asks questions about text presented in books or the environment</b>	<b>Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text</b>	<b>Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect</b>	<b>Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events</b>	<b>Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning</b>	<b>Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension</b>
<b>Examples</b>					
<ul style="list-style-type: none"> <li>▶ Communicates, "Elephants have really big ears," after an adult reads about elephants.</li> <li>▶ Asks, "Why did they go there?" during the reading of a story.</li> <li>▶ Points to a lighted exit sign and asks, "What does that say?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Reenacts a story about firefighters with peers, using props for hoses, boots, and hats.</li> <li>▶ Pretends to direct traffic after listening to a book about what community helpers do.</li> <li>▶ Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> ["Shawl" in Spanish].</li> <li>▶ Communicates that the caterpillar will have a stomachache after rereading <i>The Very Hungry Caterpillar</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?"</li> <li>▶ Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.</li> <li>▶ Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>.</li> <li>▶ Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story <i>Caps for Sale</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do.</li> <li>▶ Holds up two books about bears and communicates, "These two books are about bears, but the bears in <i>Goldilocks</i> are nicer."</li> <li>▶ Relates what happens in a familiar storybook to a peer as they begin to share the book together.</li> <li>▶ Brings a book from home and communicates to the class about what happens in the story and why.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry," after reading a book together with an adult.</li> <li>▶ Retells a story using detail explaining why it is an important story about how we are polluting the earth.</li> <li>▶ Communicates, "It is not okay that some people don't have food to eat and go to bed hungry," after hearing a story read by an adult about children living in poverty.</li> <li>▶ Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Asks, "How can you go back in time?" after hearing a story about time travel.</li> <li>▶ Asks a peer, "In the story, did the wizard cast a spell over the children or did they just change?"</li> <li>▶ Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, "Should we water the plant today?"</li> </ul>

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:

**Comprehension of Age-Appropriate Text****LLD 6 (of 10)**