

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

HANDOUT 2**DRDP-K (2015) and Alignment Document****Mark the latest developmental level the child has mastered:**

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen	Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
Examples					
<ul style="list-style-type: none"> ▶ Offers to help after an adult communicates, "Would you like to help me carry these counters to the table?" ▶ Offers to help after an adult communicates, "Would you like to help me feed the turtle?" ▶ Collects different types of art supplies after an adult explains an art project and where to find the supplies. ▶ Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?" 	<ul style="list-style-type: none"> ▶ Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" ▶ Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. ▶ Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird. 	<ul style="list-style-type: none"> ▶ Communicates, "I'm going to be a princess someday and live in a castle," while playing with costumes. ▶ Pretends to be a character in a story after a read-aloud of the story. ▶ Contributes ideas during a classroom activity about what grown-ups do while at work. 	<ul style="list-style-type: none"> ▶ Explains how to plant seeds to a peer after an adult reads a book about planting seeds. ▶ Draws a picture about the changing seasons, after an adult talks about why the weather has changed. ▶ Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink. 	<ul style="list-style-type: none"> ▶ Communicates, "It must have been an accident," when another child says, "I didn't mean to break the vase." ▶ Communicates, "No way," when adult says dramatically, "It's so cold I think my nose will fall off." ▶ Laughs when peer communicates, "Why did the cookie go to the doctor? Because it felt crummy." 	<ul style="list-style-type: none"> ▶ Looks outside at the rain storm when an adult says, "It's raining cats and dogs." ▶ Nods and places hand on friend's shoulder when the friend communicates, "I couldn't remember what to say, I got cold feet," after a school play. ▶ Responds about an art project with peers, "We worked all morning," after adult says, "You are as busy as bees!"

○ **Child is emerging to the next developmental level**○ **If you are unable to rate this measure, explain here:****Understanding of Language (Receptive)****LLD 1 (of 10)**

2.0 Vocabulary		Language Standards: ▪ Vocabulary Acquisition and Use
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Vocabulary Acquisition and Use <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	

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