

**Desired Results Developmental Profile–Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
Language and Literacy Development (LLD) and the California Preschool Learning
Foundations (PLF)**

The Language and Literacy Development (LLD) domain measures of the DRDP-K (2015) for use with preschool-age children share many commonalities with the California Preschool Learning Foundations (PLF) in the Language and Literacy domain. Specifically, the measures correspond to the domains of the following foundations: listening and speaking, reading, and writing. The few aspects of the DRDP-K that do not correspond to specific skills addressed by the PLF are speech articulation, some specific uses of vocabulary, and the motoric elements of writing. On the whole the DRDP-K (2015) and the PLF address foundational skills in the areas of language and literacy for this age group.

**Correspondence between the DRDP-K Instrument and
the California Preschool Learning Foundations**

| DRDP-K Measure | California Preschool Learning Foundations (PLF) in Language and Literacy | Measure Corresponds with PLF in the Following Ways: |
|--|--|---|
| <p>LLD 1: Understanding of Language (Receptive)</p> <p>Definition: Child understands increasingly complex communication and language</p> | <p>Vocabulary, at around 60 months</p> <p>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.</p> <p>Grammar, at around 60 months</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p> | <p>Child develops receptive language skills, including understanding the variety of different purposes of communication and complex statements that correspond to common usage (Vocabulary 2.1, Grammar 3.1).</p> |
| <p>LLD 2: Responsiveness to Language</p> <p>Definition: Child communicates or acts in response to language and responds to increasingly complex language</p> | <p><i>Measure not directly aligned with PLF.</i></p> | <p><i>Measure not directly aligned with PLF. LLD 2 focuses on receptive language skills related to requests or questions and does not emphasize the production of language as an indicator of understanding language.</i></p> |

| DRDP-K Measure | California Preschool Learning Foundations (PLF) in Language and Literacy | Measure Corresponds with PLF in the Following Ways: |
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| <p>LLD 3: Communication and Use of Language (Expressive)</p> <p>Definition: Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p> | <p>Vocabulary, at around 60 months</p> <p>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.</p> <p>Grammar, at around 60 months</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p> | <p>Child develops expressive language skills, approximating adult-like speech and using increasingly more sophisticated language to communicate (Vocabulary 2.1, Grammar 3.1–3.2).</p> |
| <p>LLD 4: Reciprocal Communication and Conversation</p> <p>Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations</p> | <p>Language Use and Conventions, at around 60 months</p> <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> | <p>Child participates in extended conversations with others for basic and advanced purposes (Language Use and Conventions 1.1).</p> |
| <p>LLD 5: Interest in Literacy</p> <p>Definition: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p> | <p>Literacy Interest and Response, at around 60 months</p> <p>5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in more complex routines associated with literacy activities.</p> | <p>Child demonstrates enjoyment of literacy by participating in increasingly complex routines and initiating literacy activities (Literacy Interest and Response 5.1–5.2).</p> |

| DRDP-K Measure | California Preschool Learning Foundations (PLF) in Language and Literacy | Measure Corresponds with PLF in the Following Ways: |
|---|---|---|
| <p>LLD 6: Comprehension of Age-Appropriate Text</p> <p>Definition: Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p> | <p>Comprehension and Analysis of Age-Appropriate Text, at around 60 months</p> <p>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.</p> <p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p> | <p>Child demonstrates understanding of the sequence of events in a story and the different types of text structure, such as cause and effect and rising action (Comprehension and Analysis of Age-Appropriate Text 4.1–4.2).</p> |
| <p>LLD 7: Concepts About Print</p> <p>Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p> | <p>Concepts about Print, at around 60 months</p> <p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p> <p>1.2 Understand that print is something that is read and has specific meaning.</p> | <p>Child understands that print is a tool to communicate ideas, and written words have specific meaning and structure (e.g., words are read from left to right in English) (Concepts about Print 1.1–1.2).</p> |
| <p>LLD 8: Phonological Awareness</p> <p>Definition: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p> | <p>Phonological Awareness, at around 60 months</p> <p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>2.2 Orally blend the onsets, rimes and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</p> | <p>Child develops an increasing ability to perceive and manipulate (e.g., blend and segment) the elemental sounds (e.g., onset-rime) that make up language (Phonological Awareness 2.1–2.2).</p> |

| DRDP-K Measure | California Preschool Learning Foundations (PLF) in Language and Literacy | Measure Corresponds with PLF in the Following Ways: |
|--|---|--|
| <p>LLD 9: Letter and Word Knowledge</p> <p>Definition: Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words</p> | <p>Alphabets and Word/Print Recognition, at around 60 months</p> <p>3.1 Recognize own name or other common words in print.</p> <p>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>3.3 Begin to recognize that letters have sounds.</p> | <p>Child recognizes most of the letters of the alphabet and some of their corresponding sounds (Alphabets and Word/Print Recognition 3.1–3.3).</p> |
| <p>LLD 10: Emergent Writing</p> <p>Definition: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p> | <p>Writing Strategies, at around 60 months</p> <p>1.2 Write letters or letter-like shapes to represent words or ideas.</p> <p>1.3 Write first name nearly correctly.</p> | <p>Child uses letters or letter-like shapes to write words to represent ideas and his or her own name nearly accurately (Writing Strategies 1.2–1.3).</p> |

Foundations in Language and Literacy not addressed by DRDP-K (2015) LLD domain

Language Use and Conventions, at around 60 months, 1.2

- Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
 - The examples in LLD 4 suggest that the child is speaking clearly, but they are not intended to illustrate the articulation and comprehension of the child’s speech, which is the focus of the PLF.

Language Use and Conventions, at around 60 months, 1.3

- Use accepted language and style during communication with both familiar and unfamiliar adults and children.
 - With whom the child is speaking (familiar vs. unfamiliar adults) is not reflected in the DRDP-K measures that address expressive language.

Language Use and Conventions, at around 60 months, 1.4

- Use language to construct extended narratives that are real or fictional.
 - The DRDP-K measures that address expressive language do not include a progression that delineates a child’s developing ability to construct narratives.

Vocabulary, at around 60 months, 2.2

- Understand and use accepted words for categories of objects encountered in everyday life.
 - The DRDP-K measures that address expressive language do not include a focus on a child's understanding and use of words for categories.

Vocabulary, at around 60 months, 2.3

- Understand and use both simple and complex words that describe the relations between objects.
 - The DRDP-K measures that address expressive language do not include a focus on a child's understanding and use of words that describe relations between objects.

Writing Strategies, at around 60 months, 1.1

- Adjust grasp and body position for increased control in drawing and writing.
 - The DRDP-K writing measure does not address the motoric component of handwriting, particularly adjustments involving grasp and body position.