

DRDP-K Fundamental
Observing and Documenting for the DRDP Measures by Level: Language and Literacy Development

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Levels and Descriptors	Building Earlier Shows understanding of a wide variety of phrases or sentences	Building Middle Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Building Later Shows understanding of language that refers to abstract concepts, including imaginary events	Integrating Earlier Shows understanding of a series of complex statements that explain how or why things happen	Integrating Middle Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles	Integrating Later Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
Examples from the DRDP	Hands crayons from shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”	Holds the door open, after an adult asks the child to do so, until all of the other children have come through the door.	Contributes ideas about what grown-ups do while at work.	Draws a picture about the changing seasons, after an adult talks about why the weather has changed.	Says, “No way!” when an adult says dramatically, “It’s so cold I think my nose will fall off.”	Looks outside at the rainstorm when an adult says “It’s raining cats and dogs.”
Could look like this in virtual interaction	After being asked to draw a lion, a child can answer questions like does the lion have a long or short tail?	Child may look at parent when she talks to him.	Scavenger Hunt! Ask children to find household items and bring them to the screen (e.g., crayon, book, stuffed animal).	Child explains how a frog develops after the book you read aloud in a virtual meeting.	Children take turns bringing a joke or riddle to the virtual meeting. Look for comments from the children after.	Teacher introduces idiom, metaphors and similes and children talk through their meaning in small group break out rooms.
Support learning and development: Ideas to share with families	Kindergartners' understanding of language has been building since birth from all the talking you have done with them. They begin to understand more complex conversations and stories as you read to them. Try explaining “how” and “why” things happen to build their toolbox of words.					
How to support learning and development at this level: Ideas for teachers	LLD 1, 2, 3 and 4 are related measures and evidence you gather may be applicable to multiple evidence. Look for visual or verbal responses online that show understanding of a concept or direction given. Listen in breakout rooms to the conversation of individual focus children for their understanding while partners are talking together.					

LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

Developmental Levels and Descriptors	Building Earlier Responds to one-step requests or questions that involve a familiar activity or routine	Building Middle Carries out a one-step request that relates to a new or an unfamiliar activity or situation	Building Later Carries out multi-step requests that involve a familiar activity or situation	Integrating Earlier Carries out multi-step requests that involve a new or unfamiliar activity or situation	Integrating Middle Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions	Integrating Later Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)
Examples from the DRDP	Brings shoes after an adult requests, “Bring me your shoes. I’ll help you put them on.”	Puts used paper into recycling bin that was just added to the room after adult says, “Please put use paper in the recycling bin.”	Follows adult’s request to “push your chair in, put your book away and wash your hands.”	Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display.	Follows adult’s direction to find trapezoid, rhombus, and hexagon shapes, to check each off the list when it is found, and to draw a picture of each shape.	Begins to assemble a structure according to an elaborate plan for building it previously discussed by a group of peers.
Could look like this in virtual interaction	Child may go get his shoes when asked by the teacher on video conference.			Finds the unifix blocks, white board and markers that the teacher requests as they work online.	Gathers 3 different types of attribute blocks and makes their own pattern to share online.	Draws a picture to show 3 things that happened in a story making sure to add some letters/words.
Support learning and development: Ideas to share with families	Your child is learning to listen and hold several directions in mind to carry out a job. Try adding some steps to a direction you give: “Find your shoes and a coat, “ or “Get a paper towel, wipe off the table and throw it in the garden.”					
How to support learning and development at this level: Ideas for teachers	In an online classroom environment, learning to follow directions can be a challenge since the visual modeling isn’t always available. Kindergartners could be learning how to organize their materials and follow directions on how to get the correct ones. COG:MATH 5 (Patterning) could also help develop listening skills as children gather materials and create patterns you describe in steps.					

LLD 3: Communication and Use of Language (Expressive)

Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences

Developmental Levels and Descriptors	Building Earlier Uses short phrases or sentences of more than two words to communicate	Building Middle Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Building Later Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Integrating Earlier Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events	Integrating Middle Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener	Integrating Later Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts
Examples from the DRDP	Communicates, “I like dogs,” while looking at an animal book.	Communicates, “Our dog is <i>huge</i> ,” after hearing a peer use the word “ <i>huge</i> .” (“Huge” is a recently encountered vocabulary word.)	Communicates, “He <i>runned</i> really fast [He <i>ran</i> really fast].” (“Runned” is past tense with grammatical error.)	Communicates, “My grandma is really old. She has white hair and lots of wrinkles.”	Asks another child, “Do you like the red dinosaur or the green dinosaur?” then communicates to adult, “She likes the stegosaurus.”	Communicates to adult away from peers, “I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?”
Could look like this in virtual interaction	Child may say, “I want to be Simon” when playing virtual Simon Says on a video conference.	Invite children to retell a part of their day (e.g., What did you do when you wake up this morning?)	Picture Book! Share a picture book with children and provide them the opportunity to talk about the pictures.	Collect languages samples from families as their child describes something they are excited about. Ask for dictation, voice to text or video.	Listen for use of grammar as the child shares answers to questions during online lessons.	SEL scenarios could provide opportunities to talk about abstract concepts such as why feelings occur and how to handle them.
Support learning and development: Ideas to share with families	Kindergartners have many words they have learned to say and are refining the skill of using their words in longer sentences with a lot more detail and descriptive words. Try to use many new words as you talk about the things you are doing together.					
How to support learning and development at this level: Ideas for teachers	LLD 3 and 4 are interrelated measures so evidence may be able to be used for both. Teaching the use of breakout rooms to talk about favorites or responses to stories read to them helps them get to know each other virtually and practice conversation skills. This will also give evidence for SED 2 and LLD 6.					

LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

Developmental Levels and Descriptors	Building Earlier Engages in brief back-and-forth communication, using short phrases and sentences	Building Middle Engages in brief conversations with a shared focus	Building Later Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Integrating Earlier Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas	Integrating Middle Builds on both concrete and abstract ideas of others during extended conversations	Integrating Later Seeks additional information during extended conversations in order to understand and build on the ideas of others; and Displays appropriate turn taking and social conventions of conversation
Examples from the DRDP	Communicates, "I'm the baby," after a peer communicates, "I'm the mommy," while playing house.	Responds to an adult's comments about animals that live in the zoo, "I went to the zoo." When an adult replies, "There are lots of animals in the zoo," child says, "I like the alligators best," and continues to converse about other animals at the zoo.	Has a conversation about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.	Asks a peer, "Would you like to come over to my house?" When peer says, "Today?" child responds, "I'll ask my mom if it's ok to invite you over today." Conversation continues.	Asks an adult if it is a lie to tell your friend you don't feel well if you don't want to play with them. Listens to adult's ideas about making choices and being truthful about what you want. Responds, "Maybe I will just say I don't feel like playing."
Could look like this in virtual interaction	Child may be playing with two dolls and pretending to have them talk to each other.	Act like a reporter and ask child questions about their interest.	Have a spirit day (e.g., hat day, crazy hair day, superhero day) and provide children time to talk to each other about how the dressed.	In breakout rooms of 2 or 3, children talk about a book the teacher read in whole group. Teacher pops in and listens for a focused conversation with sharing of ideas.	In small group breakout rooms, children talk about their favorite activities and why they like that kind of play. Listen for comments on the ideas of others.	After a SEL lesson children discuss the feelings of the children. listen to each other and build on another child's ideas.
Support learning and development: Ideas to share with families	Having give-and-take conversations with you and others is how children learn to explain their thoughts, listen politely to others, and build on other's ideas. Take time to talk with your child and respond to their ideas, and ask Open-ended Questions to help them develop this skill.					
How to support learning and development at this level: Ideas for teachers	As you teach the use of breakout rooms, provide topics of interest that come up in large groups from the children. Drop into focus children's rooms to listen and expand on their conversations. Topics of interest are often losing teeth, their birthday, what clothes they have on, their pets, their favorite animal, etc. Later their discussions can go to more abstract topics and responses to books.					

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Developmental Levels and Descriptors	Building Earlier Looks at books page by page or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Building Middle Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Building Later Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Integrating Earlier Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests	Integrating Middle Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts	Integrating Later Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature
Examples from the DRDP	Pretends to read a book from start to finish.	Asks questions or communicates about why something happened in a story.	Uses flannel-board pieces or pictures to retell parts of a story after hearing the story.	Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).	Looks at a book about the “phases” of the moon after moon phases had been introduced by an adult.	Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read again.
Could look like this in virtual interaction	Child sits for a two or three minute story being read by a teacher through video conference.			Child tells the class about a book read at home that was their choice.	Ask parents or teacher for a book on bugs, frogs, superheroes, etc. that shows topics interesting to the child.	Children use text to find out more about a topic independently and then talk in small group breakout rooms according to topics of interest.
Support learning and development: Ideas to share with families	Kindergarten teachers hope to spark a love of reading in your child. It starts with reading fun books about what children are interested in, singing lots of songs and playing rhyming games. Look for your child initiating rhymes, songs and picking out books of interest to them. Listen for them to retell a story they heard. Have them “read” a book to you by looking at the pictures. Video tape it for your teacher. Text the names of your child’s favorite books and songs to your teacher. Get a library card and get books online!					
How to support learning and development at this level: Ideas for teachers	Keeping a child engaged in a story read aloud live online can be challenging as you manage the book and the technology. YouTube has some favorite read alouds to try: David Goes to School (David Shannon), Carla’s Sandwich (Debbie Herman), Pete the Cat: I Love My White Shoes .					

LLD 6: Comprehension of Age-Appropriate Text

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

Developmental Levels and Descriptors	Building Earlier Makes comments or asks questions about text presented in books or the environment	Building Middle Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Building Later Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Integrating Earlier Demonstrates understanding of both narrative and information text by summarizing, comparing, or making inferences about people, objects, or events	Integrating Middle Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Integrating Later Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
Examples from the DRDP	Points to a lighted exit sign and ask, "What does that say?"	Communicates that the caterpillar will have a stomach ache after rereading <i>The Very Hungry Caterpillar</i> .	Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.	Brings a book from home and communicates to the class about what happens in the story and why.	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.	Asks, "In the story, did the wizard cast a spell over the children or did they just change?"
Could look like this in virtual interaction	Read a familiar book to children and asks question before, during, and after the reading.	Re-read stories several times over a few days.	Invite children to retell a favorite class story using flannels or puppets.	Child tells the class about a book read at home and if it reminds them of another book.	Students chose an animal to read about and describe their habitat and why they need that type of home.	Ask questions about a book when they don't understand a word or concept.
Support learning and development: Ideas to share with families	At this age, children are usually read to in school and home. The most important part of this reading is if the child is understanding the story or facts in a book. Pause to have conversations about what is happening in the book. Make comments about what YOU see: "I wonder what will happen..." and "I notice he looks sad," and "That is a huge spider!"					
How to support learning and development at this level: Ideas for teachers	LLD 3, 4, 5, 6, and 10 are interrelated so evidence may apply to multiple measures. Children could sequence duplicated story scenes from a book to check on interest, initiating, expressive language, comprehension and sequencing. Have students retell stories at home and ask parents to video tape. Build in some time for students to tell about a book read at home, possibly assigning 2-3 students a day for sharing.					

LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

Developmental Levels and Descriptors	Building Earlier Demonstrates awareness of the way books are handled	Building Middle Demonstrates understanding that print and symbols carry meaning	Building Later Demonstrates understanding of how to follow print on a page of text	Integrating Earlier Demonstrates understanding that print is organized into units, such as letters, sounds, and words	Integrating Middle Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information	Integrating Later Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation
Examples from the DRDP	Picks up a book, opens it up, and then turns it right side up.	Points at a stop sign or picture of a stop sign and then communicates, “That means stop.”	Moves fingers along print, from one end of the page to another.	Communicates, “There are two words on this sign,” while looking at a sign, such as Writing Center, or Bus Stop.	Looks at the instructions of a board game, hands them to an adult, and asks who is supposed to go first.	Communicates, “This is the beginning of the sentence because the first word has a capital letter.”
Could look like this in virtual interaction				Communicates that a friend’s name starts with the same letter/sound as their own name.	Communicates the difference between a birthday card and a map	Communicates you how many sentences are on a page.
Support learning and development: Ideas to share with families	Books are a great way to learn how print is organized into letters, letter sounds, words and sentences. Talk about the front and back of the book, the author and illustrator. Use your finger sweeping below sentences as you read, left to right. Talk about how their name is made up of separate letters that make a word.					
How to support learning and development at this level: Ideas for teachers	YouTube has some concepts about print: The Sentence Song (Scratch Garden), Concepts about Print (Jessica Alexander), Parts of a Sentence (Jack Hartmann), etc. Ask the students to collect some words from around their house, from cereal boxes, off the internet, on signs in their house that have words.					

LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language*

Developmental Levels and Descriptors	Building Earlier Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes	Building Middle Demonstrates awareness of larger units of language (e.g., words, syllables)	Building Later Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	Integrating Earlier Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects	Integrating Middle Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words	Integrating Later Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words
Examples from the DRDP	Sings “Twinkle, Twinkle, Little Star.”	Claps the syllables in familiar words, such as children’s names or days of the week with adult.	Answers, “Goldfish,” after an adult asks, “If you put together the words <i>gold</i> and <i>fish</i> , what word does that make?”	Communicates, “d” (letter sound), while looking at a picture of a dog, after an adult says, “What is the first sound you hear when you say ‘dog’?”	Selects a picture of a bat when asked to find the word that ends the same as ‘pet.’	Sounds out the word cat, “/c/ /a/ /t/,” when adult playing sound game asks, “What are the sounds in <i>cat</i> ?”
Could look like this in virtual interaction	Introduce simple poems.	Name Game and Songs! Sing songs like, Hickey, Pickey, <i>Bumblebee Can You Say Your Name for Me?</i> or <i>Who Took the Cookie from the Cookie Jar?</i>	Play a compound word game	Listen to focus children on a virtual meeting as you ask for initial sounds of pictures you hold up.	Student holds up picture that shows the initial or ending sound you give.	Students can cut words into individual letters and show you on camera how they blend the sounds into the word.
Support learning and development: Ideas to share with families	Show interest in words and word parts. Play word games while waiting in line or driving: “Let’s make word families: cat, bat, rat, sat,” or “What two words do you hear in goldfish, superman, ladybug?”					
How to support learning and development at this level: Ideas for teachers	LLD 9 and 10 are related so evidence you collect may work for both measures. YouTube has a video on segmenting and blending words with Stretchy the Snake (Jack Hartmann). Play a bingo game with initial or final sounds of pictures for the letter you hold up. Do a scavenger hunt for 3 items that start or end with the letter you give.					

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words*

Developmental Levels and Descriptors	Building Earlier Demonstrates awareness of a few letters in the environment	Building Middle Identifies some letters by name	Building Later Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words	Integrating Earlier Identifies most uppercase letters; and Identifies most lowercase letters; and Shows understanding that letters correspond to sounds in words	Integrating Middle Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and Identifies frequently used words (e.g., the, of, is, to, you, she, my)	Integrating Later Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most vowels
Examples from the DRDP	Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.	Names some letters while looking at an alphabet book.	Names at least ten letters while placing them on a magnet board.	Communicates, “Those both start with B,” after hearing the words <i>ball</i> and <i>bat</i> in the story.	Identifies common words “the” and “like” when looking at a song chart or book.	Communicates, “If you take out the ‘o’ in ‘come’ and put in an ‘a’ it becomes ‘came’.”
Could look like this in virtual interaction	Read books with large text providing children the opportunity to letters.	Sing greeting song using children’s names in print.	Letter Bingo! Invite families to make a letter bingo board and play letter bingo with the class.	Ask parents to do a letter id assessment and take a photo of the results.	Provide sight words for home. In small break out groups have the children take turns quizzing each other.	Students can cut words into individual letters and show you on camera how they blend the sounds into the word.
Support learning and development: Ideas to share with families	Teachers may need your help finding out how many upper and lower case letters your child knows! Your child will also start to learn some sight words this year; words that are frequently read in books: the, and, I, to, like, etc. When you are reading a book together point out some words that are the same.					
How to support learning and development at this level: Ideas for teachers	YouTube has some videos on letters/letter sounds See It, Say It., Sign It (Jack Harmann) and segmenting and blending words with Stretchy the Snake . Send the parents a sheet of upper and lower case letters that they circle the ones their child can name and send the picture to you.					

LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning*

Developmental Levels and Descriptors	Building Earlier Makes scribble marks or simple drawings that represent people, things, or events	Building Middle Makes marks to represent own name or words	Building Later Uses letters or clearly recognizable approximations of letters to write own name	Integrating Earlier Writes several words or a few simple phrases, or clearly recognizable approximations	Integrating Middle Writes and composes simple sentences to communicate ideas to others	Integrating Later Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events
Examples from the DRDP	Makes marks on paper and then explains that it is a birthday cake.	Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.	Writes own name on drawings.	Writes “I love you” on a drawing made for a family member.	Writes a simple sentence, e.g., “I want a dog,” when asked to write a letter to his parents.	Writes a multi-sentence description of how to decorate a cake or ride a bike.
Could look like this in virtual interaction	Invite children to bring art materials to a meeting and paint and/or draw together.	Art Show! Invite adults to submit photos children’s artwork and writing. During meeting display the child’s work.	Sign In! Use real or virtual whiteboard to provide children opportunity to practice writing their name.	Shows you a picture they have drawn with their writing about it.	Peers write a letter to a classmate and share in the breakout room.	Children write a multi-sentence description about how they would decorate their birthday cake.
Support learning and development: Ideas to share with families	Drawing pictures is the first way a child communicates their ideas, opinions and knowledge. Learning to draw pictures builds their finger muscles for writing. As they add more detail, they can remember more and explain more about their ideas. When you take dictation (writing exactly what they say) they make the connection that words can become print. Email or text pictures of your child’s drawings, dictation and writing to the teacher.					
How to support learning and development at this level: Ideas for teachers	Children can use white boards or page protectors on tag board to make drawings, write their name, write words and share on the screen. Families can email or text pictures the child has drawn with their dictation. Start the day with a morning message; remember to focus on only one concept per day: word spaces, capital letters, punctuation, letter names, letter sounds, etc.					