

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	Responding Earlier Responds to voices, sounds, gestures, or facial expressions in basic ways	Responding Later Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Exploring Earlier Recognizes a few frequently used words or gestures in familiar situations	Exploring Middle Shows understanding of a variety of single words	Exploring Later Shows understanding of frequently used simple phrases or sentences	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
Examples from the DRDP	Makes eye contact with a familiar adult.	Smiles or gurgles in response to a familiar adult’s voice or simple gestures.	Waves, “Bye-bye,” after an adult communicates, “Good-bye.”	Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	Gets jacket after an adult communicates, “Get your jacket. It’s time to go outside.”	Offers to help after an adult communicates, “Would you like to help me feed the turtle?”	Makes eye contact with a familiar adult.	Communicates, “I’m a princess and I live in a castle,” while playing dress-up.	Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
Could look like this in virtual interaction	Child may look at parent when she talks to him.	Child may laugh when an adult is being silly.	Child may turn head when asked if he wants more applesauce.	Child may point to his mother when asked where his mommy is.	Child can go find a favorite toy and bring it back to show the teacher on the video conference.	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).	Give a story stem. Start a story and provide children the opportunity to add to the story (e.g., The funniest thing that happened to me was...)
Support learning and development: Ideas to share with families	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in	When your child shows interest in something, use words to describe what they are interested in. Your child is	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in words that describe what he or she is	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in words that describe what he	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in words that	When your child shows interest in something, use words to describe what they are interested in. Your child is more interested in words that	Cooking Time! Provide children directions while cooking (e.g., Put the flour in the green bowl).	Engage in dress up play with children.

Developmental Levels and Descriptors	Responding Earlier Responds to voices, sounds, gestures, or facial expressions in basic ways	Responding Later Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Exploring Earlier Recognizes a few frequently used words or gestures in familiar situations	Exploring Middle Shows understanding of a variety of single words	Exploring Later Shows understanding of frequently used simple phrases or sentences	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
	words that describe what he or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.	words that describe what he or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.	more interested in words that describe what he or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.	interested in. Use many descriptive words. This is a way that your child builds vocabulary.	or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.	describe what he or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.	describe what he or she is interested in. Use many descriptive words. This is a way that your child builds vocabulary.		
How to support learning and development at this level: Ideas for teachers	Engage in back-and-forth, conversation-like exchanges with the child.	Connect with the children’s cultural and linguistic experiences at home; doing so can create familiar, meaningful experiences for children in infant/ toddler care and can provide a starting point for curriculum planning	Teachers need to observe and become familiar with each child’s approach to learning language.	Connecting words with actions, letting a child know what is going to happen next, naming something the child points to—all of this verbal communication engages children in learning language.	Adapting to the individual and being responsive to attempts to share meaning give a strong message of support and encourage the child to continue on her path of communicating, understanding, and using language.	Help create literacy-rich environments	Engage in back-and-forth, conversation-like exchanges with the child.	Provide children information about what a word means and build on what children say.	Help children understand the words and sentences in a story. While reading a book, explain the meanings of some new words and concepts.

LLD 2: Responsiveness to Language

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

Developmental Levels and Descriptors	Responding Earlier Responds to voices, sounds, gestures, or facial expressions in basic ways	Responding Later Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)	Exploring Earlier Responds to a few frequently used words or gestures in familiar situations	Exploring Later Responds to simple comments that relate to a present situation	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
Examples from the DRDP	Turns head or looks in direction of voices.	Moves toward a familiar adult's extended arms.	Reaches for a familiar object after it is named.	Looks up at sky after an adult communicates, "There's an airplane."	Picks up sand toys after an adult says, "Please pick up the sand toys."	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.
Could look like this in virtual interaction	Child may look at parent when she is talking to him.	Child may coo when an adult is talking to him.	Child may walk to parent when she asks him to "come here".	Child may pick between two items being offered for snack.	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.
Support learning and development: Ideas to share with families	Talk about what your child is doing. This is like "show and tell." At the same time your child is experiencing something, they are learning words to	Talk about what your child is doing. This is like "show and tell." At the same time your child is experiencing something, they are learning words to	Talk about what your child is doing. This is like "show and tell." At the same time your child is experiencing something, they are learning words	Talk about what your child is doing. This is like "show and tell." At the same time your child is experiencing something, they are learning words to	Talk about what your child is doing. This is like "show and tell." At the same time your child is experiencing something, they are learning words to talk about it. Talk to	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."		

Developmental Levels and Descriptors	Responding Earlier Responds to voices, sounds, gestures, or facial expressions in basic ways	Responding Later Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)	Exploring Earlier Responds to a few frequently used words or gestures in familiar situations	Exploring Later Responds to simple comments that relate to a present situation	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
	talk about it. Tell your child what you are going to do. Your child is more able to learn language when it is connected to something she is experiencing. (ex: “I’m going to pick you up.”)	talk about it. Tell your child what you are going to do. Your child is more able to learn language when it is connected to something she is experiencing. (ex: “I’m going to pick you up.”)	to talk about it. Tell your child what you are going to do. Your child is more able to learn language when it is connected to something she is experiencing. (“I’m going to get your coat so we can go outside.”)	talk about it. Tell your child what you are going to do. Your child is more able to learn language when it is connected to something she is experiencing. (“I’m going to get your coat so we can go outside.”)	your child about what you are doing and going to do. Your child is more able to learn language when it is connected to something she is experiencing. (ex. “I’m going to put these books away on the shelf. Can you hand those to me?”)			
How to support learning and development at this level: Ideas for teachers	When teachers become open to the playfulness of infants and toddlers, playful communication becomes part of the relationships with the children.	Make communication and language interesting and fun	Use self-talk and parallel talk.	Infant/toddler care teachers model the use of books for the children as part of curriculum.	Have conversations about books which simultaneously promote language development and an interest in literacy.	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	Responding Earlier Makes sounds spontaneously	Responding Later Uses sounds, gestures, or facial expressions to communicate	Exploring Earlier Uses a few “first words,” word-like sounds, or gestures to communicate	Exploring Middle Uses a variety of single words to communicate	Exploring Later Uses two words together to communicate	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
Examples from the DRDP	Cries.	Smiles when a familiar person approaches.	Asks for food when hungry, by using a special word, sound, or gesture for food.	Names familiar foods, toys, or family members	Communicates, “Mommy come,” when wanting a parent.	Communicates, “I like dogs,” while looking at an animal book.	Communicates, “Malaking malaki ang aso namin,” [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.	Communicates, “He runned really fast,” [He ran really fast]. (“Runned” is past tense with a grammatical error.)	Communicates, “Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas,” [“My grandma is really old. She has white hair and lots of wrinkles,” in Spanish].
Could look like this in virtual interaction	Child may make a noise when his mother walks in the room.	Child may reach for his mother when hungry.	Child may say “Mama” when he walks up to her.	Child may say or sign “more” to get more juice.	Child may say “all done” when he wants to end an activity or is tired.	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.	Show and Tell! Invite children to share an object from home with the class.
Support learning and development: Ideas to share with families	Talk about the recent past. This offers children a chance to develop a	Talk about the recent past. This offers children a chance to	Talk about the recent past. This offers children a chance to	Talk about the recent past. This offers children a chance to	Talk about the recent past. This offers children a chance to develop a	Talk about the recent past. This offers children a chance to develop a mental	Feely Bag! Place household items (e.g., spoon, small ball, crayon) in	Story Circle! Start a story and provide take turns adding to the story with the	Puppet Shows! Make puppets with child and have children up on a puppet show.

Developmental Levels and Descriptors	Responding Earlier Makes sounds spontaneously	Responding Later Uses sounds, gestures, or facial expressions to communicate	Exploring Earlier Uses a few “first words,” word-like sounds, or gestures to communicate	Exploring Middle Uses a variety of single words to communicate	Exploring Later Uses two words together to communicate	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
	mental picture—a memory of what has happened. (ex. “You ate so many pears for lunch today.”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	develop a mental picture—a memory of what has happened. (ex. “You ate so many pears for lunch today.”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	develop a mental picture—a memory of what has happened. (ex. “We were singing and clapping in the car today.”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	develop a mental picture—a memory of what has happened. (ex. “We were singing and clapping in the car today.”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	mental picture—a memory of what has happened. (ex. “When Nana was here, she read you your favorite book and taught you a new song. Do you remember it?”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	picture—a memory of what has happened. (ex. “When Nana was here, she read you your favorite book and taught you a new song. Do you remember it?”) Talk about what you are doing. This is like “show and tell.” At the same time your child is seeing something, they are learning words to talk about it.	a bag. Children point hand into bag to feel one item and describe what they feel.	child (e.g., The funniest thing that happened to me was...)	
How to support learning and development at this level: Ideas for teachers	When participating in interactions with infants, toddlers, and their families, acknowledge	Infant care teachers can build on children’s language experiences in the home.	Be playful with language-finger plays, songs, and pretend play enrich the	Watch for warning signs of a potential language delay.	Ask family members to provide a list of words children know in their home language	Create a lending library so that families can take home books and	Use mealtime as an opportunity to engage in conversations with children.	When reading to child ask questions about the story. “What do you think is going to happen next?”	Use dramatic play encourage children to dress up and pretend.

Developmental Levels and Descriptors	Responding Earlier Makes sounds spontaneously	Responding Later Uses sounds, gestures, or facial expressions to communicate	Exploring Earlier Uses a few “first words,” word-like sounds, or gestures to communicate	Exploring Middle Uses a variety of single words to communicate	Exploring Later Uses two words together to communicate	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
	the communication efforts of all children by commenting on their use of nonverbal gestures, body movements, facial expressions, and vocalizations.		range of a young child’s experiences with language.		including the names or titles of family members, pets, friends, neighbors, and so on.	other reading materials, available in English and in the families’ home languages, to enjoy with their children during evening hours and on the weekends		What part of the story did you like the best?”	

LLD 4: Reciprocal Communication and Conversation

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

Developmental Levels and Descriptors	Responding Earlier Responds to sounds or movements of others in basic ways	Responding Later Uses arms, responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Exploring Earlier Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Exploring Middle Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Exploring Later Engages in brief back-and-forth communication, combining words to communicate meaning	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
Examples from the DRDP	Looks in the direction of voices or movement.	Smiles at an approaching familiar adult.	Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond.	Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?"	Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear."	Communicates, "我是 寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house.	Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo.	Has a conversation with an adult 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 an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

Developmental Levels and Descriptors	Responding Earlier Responds to sounds or movements of others in basic ways	Responding Later Uses arms, responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Exploring Earlier Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Exploring Middle Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Exploring Later Engages in brief back-and-forth communication, combining words to communicate meaning	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
Could look like this in virtual interaction	The child might look at his mother who is clapping.	The child might coo when his mother stops singing to him.	The child might respond, “dog” when his mother points to their pet.	Child may respond, “yes” or “no” when asked if he wants to sing Wheels on the Bus.	Child may respond, “He is jumping.” when asked what a child in a book is doing.	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.	Use puppets or flannels to tell nursery rhymes (e.g., <i>Humpty Dumpty</i>). Ask children to think of different ways to help Humpty not break.
Support learning and development: Ideas to share with families	Even before your baby can sit up, you can lie down next to him and hold the book up so you can both see it.	Read slowly so that your baby will have a chance to listen to your words and examine the pictures.	Read slowly so that your child will have a chance to listen to your words, examine the pictures and help turn the pages.	You can describe what is going to happen next, to help your toddler get ready for the next activity.	Take your time reading books. Often children have questions or ideas they want to talk about during the story.	When there are two piles of blocks—one with three and one with four blocks—you can ask your child, “Do you want the bigger or the smaller pile of blocks?” or, “Do you want three blocks or four blocks?”	Look through family photos and have conversations with child about the photos.	Start a dinner-time tradition! Talk about the highs and lows of your day each night.	Building Challenge! Gather household materials (paper, tape, craft sticks, blocks) to build a sturdy structure.
How to support learning and development at this level:	At each point in developing the capacity to communicate nonverbally	Respond to nonverbal gestures and facial expressions of infants and	Include language in your interactions with infants and toddlers.	By planning environments that encourage communication and by being intentional	Engage infants and toddlers in language by engaging in “extra” talk that goes beyond the	Connect words with actions, letting a child know what is going to	Ask questions that allow children to create their own answer (avoid	Ask follow-up questions. When child tells you something, you can ask	Ask children questions about what they are thinking, feeling, and

Developmental Levels and Descriptors	Responding Earlier Responds to sounds or movements of others in basic ways	Responding Later Uses arms, responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Exploring Earlier Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Exploring Middle Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Exploring Later Engages in brief back-and-forth communication, combining words to communicate meaning	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
Ideas for teachers	and verbally, responsiveness from adults enhances the child's learning experiences.	toddlers.		when communicating with infants and toddlers, infant care teachers can strengthen children's language development.	business of daily living; for example, play with sounds, sing, or make up nonsense words together.	happen next, naming something the child points to—all of this verbal communication engages children in learning language.	questions that have yes or no answers).	for more details (e.g., Tell me more about...)	what they think is going to happen.

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	Responding Earlier Attends or responds to people or things in basic ways	Responding Later Plays with books; and Responds to other literacy activities	Exploring Earlier Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Exploring Later Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult	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
Examples from the DRDP	Orients to an adult’s face or voice during a caregiving routine.	Interacts with a cloth or board book by holding or mouthing it.	Looks at pictures in a book for a short time while a familiar adult reads the book.	Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	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).
Could look like this in virtual interaction	Child may look at mother while being fed.	Child may bang book on a table.	Child may look at parent when Mom is singing.	Child may insert key words of a song while singing with a teacher on video conference.	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.
Support learning and development: Ideas to share with families	Read books to your baby. This is your baby’s first experience “reading” and the beginning step to him understanding that books hold stories, words, and information for him.	Read books to your baby. This is your baby’s first experience “reading” and the beginning step to him understanding that books hold stories, words, and information for him.	You can make simple books for your baby using photos of people and things she loves. These books help her see that books can represent things that he or	Talk about pictures and books with your child. Learning that pictures represent things is the first step to learning that letters can also represent things.	Talk about pictures and books with your child. Learning that pictures represent things is the first step to learning that letters can also represent things.	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!		

Developmental Levels and Descriptors	Responding Earlier Attends or responds to people or things in basic ways	Responding Later Plays with books; and Responds to other literacy activities	Exploring Earlier Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Exploring Later Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult	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
			she knows about.					
How to support learning and development at this level: Ideas for teachers	Discover the kinds of games and playful interactions that infants and toddlers are drawn which is an integral part of effective curriculum planning in the language development domain.	Ask about children’s interests. Even preverbal infants communicate their interests.	Sing songs and fingerplays with the children.	It is essential to provide a learning environment that offers easily accessible and age-appropriate books.	As children grow older, they may become interested in looking at books and having items labeled by their 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	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Shows interest when attending to books, pictures, or print materials, with an adult	Exploring Later Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	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 informational text by summarizing, comparing, or making inferences about people, objects, or events
Examples from the DRDP				Looks at a picture book with an adult.	Answers, “Cow,” when adult asks, “What do you see?” while reading a book about farm animals together	Communicates, “Elephants have really big ears,” after an adult read about elephants.	Communicates that the caterpillar will have a stomachache, 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.	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.
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.	Use a Venn Diagram to compare favorite class stories.
Support learning and development: Ideas to share with families						Read or tell stories each day.	Character Puppet! Children can use materials from home (e.g., paper bags, socks, paper) to create a puppet of their favorite character.	Invite children to make a book of their favorite story and read it to you.	Act out a favorite story with child.

Developmental Levels and Descriptors	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Shows interest when attending to books, pictures, or print materials, with an adult	Exploring Later Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	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 informational text by summarizing, comparing, or making inferences about people, objects, or events
How to support learning and development at this level: Ideas for teachers						Read together or tell stories each day for 15 minutes.	Read stories several times over a few days.	Ask questions that prompt children's comprehension of text (e.g., "What did the caterpillar do first?")	Ask children questions during stories (e.g., "What do you think will happen next?" "What happened when...?")

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	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
				Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats simple nursery rhymes	Demonstrates awareness of larger units of language (e.g., words, syllables)	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	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
Examples from the DRDP				Turns toward adult when adult sings a song	Whispers a word, and then says it loudly.	Sings “Twinkle, Twinkle, Little Star” with a group.	Moves arms each time the word “row” is said in the song “Row, Row, Row Your Boat,” with adult and peers.	Communicates, “Marker,” after an adult communicates, “What happens when I put the two syllables ‘mark-’ and ‘-er’ together?”	Communicates, “Cup,” at the snack table, after an adult says, “I have a c-up. What do I have?”
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	Mystery Bag! Please items in a bag and give clues using onset and rime (e.g., it starts with a /c/ and ends with up).
Support learning and development: Ideas to share with families						Sing songs like, <i>Twinkle, Twinkle, Little Star</i> .	Clap out each word in a sentence when reading (e.g., And he was still hungry).	Wiggly Wordy Wallabies! Show children a picture of an item (e.g., banana, strawberry, butterfly,	Talk like a ghost or a robot (e.g., ssss-tttt-aaaa-rrrr or st-ar).

Developmental Levels and Descriptors	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Attends to sounds or elements of language	Exploring Later Demonstrates awareness of variations in sounds	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
								watermelon) have children jump for each syllable or word in a compound word.	
How to support learning and development at this level: Ideas for teachers						Sing songs and say poems each day (e.g., <i>Apples and Bananas and Willoughby-Wallaby-Woo</i>).	Support children’s understanding of different units of language (e.g., words, syllables, onset and rime, or phonemes)	Model blending and then ask children to do it (e.g., “If I say bird first and then say seed right after it, I make the word birdseed.” Or, “If I say c-ar, I make the word car”).	Play with words (e.g., “If I say bird first and then say seed right after it, what word did I say” Or, “If I say c-ar...”).

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	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Demonstrates awareness that pictures represent people or things	Exploring Later Demonstrates awareness of a few common simple symbols in the environment	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 upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words
Examples from the DRDP				Points to a picture of a bird in a book when adult communicates, "Bird."	Recognizes that a stop sign means "stop."	Communicates, "I found the same letter," when playing a letter matching game in print or Braille.	Names some letters while looking at an alphabet book.	Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately).	Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby.
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.	Letter Sound Treasure Hunt (e.g., bring an item to the screen that starts with a /b/)
Support learning and development: Ideas to share with families						Label items in the child's environment.	Label It! Work together to label child's materials with their name.	Flip through magazines cut out letters and make a letter collage.	Choose a letter and hunt for the letter throughout the environment.
How to support learning and development at this level: Ideas for teachers						Use everyday opportunities to model attending to letters. Gesture specifically to the print in the environment (e.g.,	Provide access to alphabet letters in a variety of contexts (e.g., alphabet	Hunt for letters around your house, neighborhood or on a drive.	Play games to interest children in letter matching and naming (e.g., letter matching game, letter go fish, letter bingo).

Developmental Levels and Descriptors	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Demonstrates awareness that pictures represent people or things	Exploring Later Demonstrates awareness of a few common simple symbols in the environment	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 upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words
						point to each word and to the first letter in each word)	puzzles, magnetic letters, letter tiles, magazines, homemade alphabet cards).		

LLD 10: Emergent Writing

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

	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Makes marks on paper	Exploring Later Makes scribble marks	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
Examples from the DRDP				Dips sponge in paint and dots onto paper.	Uses crayons, pencils, or markers to make back-and-forth marks.	Draws circles and lines and comments, “Baby,” and “Mommy.”	Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.	Signs a self-made card to grandma with a close approximation of own name.	Writes, “bog” [“dog”], copying the word from a book, to label a drawing of a dog.
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.	Create a print rich virtual environment.
Support learning and development: Ideas to share with families						Provide writing materials daily (e.g., paper, pencils, crayons, markers, clipboards).	Chalk Time! Together with child draw and write using sidewalk chalk.	Make a card for a friend. Use materials (e.g., paper, crayon, markers) bring items to the screen and make a card. After children make their cards invite them to sign their name.	Invite children to help write a to do or grocery list.
How to support learning and development at this level: Ideas for teachers						Send writing materials home. Provide child access to writing materials (e.g.,	Respond sensitively to children’s emergent writing (e.g., “Tell me about	Display children’s writing daily.	Provide ideas about where adults can find paper on which their preschooler can write and draw (e.g., cereal boxes,

	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle Makes marks on paper	Exploring Later Makes scribble marks	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
						crayons, markers, pencils).	this”) rather than on the form of their writing (e.g., “What’s that letter?”).		cardboard boxes, envelopes).