

LLD 6: Comprehension of Age-Appropriate Text

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

Mark the latest developmental level the child has mastered:

| Responding | | Exploring | | | Building | | | Integrating | |
|-------------------|-------|---|--|---|---|---|--|--|--|
| Earlier | Later | Earlier | Middle <input type="radio"/> | Later <input type="radio"/> | Earlier <input type="radio"/> | Middle <input type="radio"/> | Later <input type="radio"/> | Earlier <input type="radio"/> | |
| Possible Examples | | <i>There are no earlier levels for this measure</i> | | Shows interest when attending to books, pictures, or print materials, with an adult | Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult | Makes comments or asks questions about text presented in books or the environment | Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text | Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect | Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events |
| | | <ul style="list-style-type: none"> Looks at a picture book with an adult. Brings a favorite book about baby animals to an adult, to be reread often. Points to photos, with captions, that were taken while on a nature walk. Turns the page after an adult stops reading a book. Touches Braille and image of sheep with textured wool in a book and says, "Sheep." | <ul style="list-style-type: none"> Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. Communicates, "Alli dentro," ["In there," in Spanish] when asked, "Where's the mouse?" while an adult reads a book aloud. Communicates, "Pasta," after an adult points out items on a children's menu. | <ul style="list-style-type: none"> Communicates, "Elephants have really big ears," after an adult reads about elephants. Asks, "Why did they go there?" during the reading of a story. Points to a lighted exit sign and asks, "What does that say?" | <ul style="list-style-type: none"> Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. Pretends to direct traffic on the bike path after listening to a book about what community helpers do. Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> ["Shawl" in Spanish]. Communicates that the caterpillar will have a stomachache, after rereading <i>The Very Hungry Caterpillar</i>. | <ul style="list-style-type: none"> Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story <i>Caps for Sale</i>. | <ul style="list-style-type: none"> 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. Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda," ["These two books are about bears, but the bears in <i>Goldilocks</i> are nicer," in Tagalog]. Relates what happens in a familiar storybook to a peer as they begin to share the book together. Brings a book from home and communicates to the class about what happens in the story and why. | | |

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

