

**Desired Results Developmental Profile (2015) [DRDP (2015)]**  
**Correspondence to California Foundations:**  
**Language and Literacy Development (LLD) and the California Infant/Toddler Learning & Development Foundations (I/TLDF)**

The Language and Literacy Development (LLD) domain measures of the DRDP (2015) for use with infants and toddlers share many commonalities with the California Infant/Toddler Learning & Development Foundations (I/TLDF). Specifically, the measures correspond to the foundations that address receptive language, expressive language, communication skills and knowledge, and interest in print. On the whole, the DRDP (2015) and the I/TLDF address foundational skills in the areas of language and literacy for this age group.

**Correspondence between the DRDP (2015) and  
the California Infant/Toddler Learning & Development Foundations**

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<b>LLD 1: Understanding of Language (Receptive)</b>  <b>Definition:</b> Child understands increasingly complex communication and language	<b>Receptive Language:</b> The developing ability to understand words and increasingly complex utterances			<b>Receptive Language</b> Child develops receptive language skills, including understanding of words and meaning of others' communication in the form of increasingly complex sentences.
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.	At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.	At around 36 months of age, children demonstrate understanding of the meaning of others' comments, questions, requests, or stories. (By 36 mos.; American Academy of Pediatrics 2004, 307)*	

\* The full list of references, which correspond to citations found throughout this document, is available in: California Department of Education. (2009). *California Infant/Toddler Learning & Development Foundations*. Sacramento, CA: Author (pp. 55–56).

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p><b>LLD 2: Responsiveness to Language</b></p> <p><b>Definition:</b> Child communicates or acts in response to language and responds to increasingly complex language</p>	<p><b>Receptive Language:</b> The developing ability to understand words and increasingly complex utterances</p>			<p><b>Receptive Language</b> Child develops receptive language skills, including understanding of directions.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.</p>	<p>At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.</p>	<p>At around 36 months of age, children demonstrate understanding of the meaning of others' comments, questions, requests, or stories. (By 36 mos.; American Academy of Pediatrics 2004, 307)</p>	
	<p><b>Communication Skills and Knowledge:</b> The developing ability to communicate nonverbally and verbally</p>			<p><b>Communication Skills and Knowledge</b> Child responds to voices and gestures in familiar and present situations.</p>
<i>8 months</i>	<i>18 months</i>	<i>36 months</i>		
<p>At around eight months of age, children participate in back-and-forth communication and games.</p>	<p>At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating. (Bloom, Rocissano, and Hood 1976)</p>	<p>At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn. (Hart and Risley 1999, 122)</p>		

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p><b>LLD 3: Communication and Use of Language (Expressive)</b></p> <p><b>Definition:</b> Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p>	<p><b>Expressive Language:</b> The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances</p>			<p><b>Expressive Language</b> Child develops expressive language through use of sounds, gestures, words, and then phrases and sentences.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</p>	<p>At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests. (By 15 to 18 mos.; American Academy of Pediatrics 2004 270; Coplan 1993, 1; Hult and Howard 2006, 142)</p>	<p>At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language. (By 36 mos.; American Academy of Pediatrics 2004, 307; 30–36 mos.; Parks 2004; 24–36 mos.; Lerner and Ciervo 2003; by 36 mos.; Hart and Risley 1999, 67)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p><b>LLD 4: Reciprocal Communication and Conversation</b></p> <p><b>Definition:</b> Child engages in back-and-forth communication that develops into increasingly extended conversations</p>	<p><b>Communication Skills and Knowledge:</b> The developing ability to communicate nonverbally and verbally</p>			<p><b>Communication Skills and Knowledge</b> Child develops skills in back-and-forth communication and conversations with others using gestures and then words, and follows the basic rules of conversation such as taking turns and maintaining a shared focus.</p>
	<p><i>8 months</i></p> <p>At around eight months of age, children participate in back-and-forth communication and games.</p>	<p><i>18 months</i></p> <p>At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating. (Bloom, Rocissano, and Hood 1976)</p>	<p><i>36 months</i></p> <p>At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn. (Hart and Risley 1999, 122)</p>	
<p><b>LLD 5: Interest in Literacy</b></p> <p><b>Definition:</b> Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p>	<p><b>Interest in Print:</b> The developing interest in engaging with print in books and in the environment</p>			<p><b>Interest in Print</b> Child responds to adults who initiate activities with print (e.g., books) and then themselves initiate activities with and related to print.</p>
	<p><i>8 months</i></p> <p>At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57; infants; National Research Council 1999, 28)</p>	<p><i>18 months</i></p> <p>At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.</p>	<p><i>36 months</i></p> <p>At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written. (Schickedanz and Casbergue 2004, 11)</p>	