

**Desired Results Developmental Profile (2015) [DRDP (2015)]**  
**Correspondence to California Foundations:**  
**Language and Literacy Development (LLD) and the California Preschool Learning Foundations (PLF)**

The Language and Literacy Development (LLD) domain measures of the DRDP (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 that do not correspond to specific skills addressed by the PLF are speech articulation, some specific uses of vocabulary, and the motoric components of writing. On the whole, the DRDP (2015) and the PLF address foundational skills in the areas of language and literacy for this age group.

**Correspondence between the DRDP (2015) and  
the California Preschool Learning Foundations**

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF) in Language and Literacy</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>LLD 1: Understanding of Language (Receptive)</b></p> <p><b>Definition:</b> Child understands increasingly complex communication and language</p>	<p><b>Vocabulary</b></p> <p><i>At around 48 months</i></p> <p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p><i>At around 60 months</i></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><b><u>48 months</u></b></p> <p>Child develops receptive language skills, including understanding common words and complex phrases and sentences (<b>Vocabulary 2.1</b>).</p> <p><b><u>60 months</u></b></p> <p>Child develops receptive language skills, including understanding the variety of different purposes of communication and complex statements that correspond to common usage (<b>Vocabulary 2.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF) in Language and Literacy	Measure Corresponds with PLF in the Following Ways:
<p><b>LLD 1: Understanding of Language (Receptive) (continued)</b></p> <p><b>Definition:</b> Child understands increasingly complex communication and language</p>	<p><b>Grammar</b></p> <p><i>At around 48 months</i></p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three 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 past tense, regular plurals, pronouns, and possessives.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child develops receptive language skills, including understanding common words and complex phrases and sentences (<b>Grammar 3.1–3.2</b>).</p> <p><b>60 months</b></p> <p>Child develops receptive language skills, including understanding the variety of different purposes of communication and complex statements that correspond to common usage (<b>Grammar 3.1–3.2</b>).</p>
<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><i>Measure not directly aligned with the PLF.</i></p>	<p><i>Measure not directly aligned with the 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 (2015) Measure	California Preschool Learning Foundations (PLF) in Language and Literacy	Measure Corresponds with PLF 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>Vocabulary</b></p> <p><i>At around 48 months</i></p> <p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p><i>At around 60 months</i></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><b>Grammar</b></p> <p><i>At around 48 months</i></p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three 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 past tense, regular plurals, pronouns, and possessives.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child develops expressive language skills, including using common words and using increasingly complex and grammatically correct phrases and sentences (<b>Vocabulary 2.1, Grammar 3.1–3.2</b>).</p> <p><b>60 months</b></p> <p>Child develops expressive language skills, using increasingly more sophisticated language to communicate (<b>Vocabulary 2.1, Grammar 3.1–3.2</b>).</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF) in Language and Literacy</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<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>Language Use and Conventions</b></p> <p><i>At around 48 months</i></p> <p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child participates in conversations with others for basic purposes (<b>Language Use and Conventions 1.1</b>).</p> <p><b>60 months</b></p> <p>Child participates in extended conversations with others for basic and advanced purposes (<b>Language Use and Conventions 1.1</b>).</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>Literacy Interest and Response</b></p> <p><i>At around 48 months</i></p> <p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in routines associated with literacy activities.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child demonstrates enjoyment of literacy by participating in routines (<b>Literacy Interest and Response 5.1–5.2</b>).</p> <p><b>60 months</b></p> <p>Child demonstrates enjoyment of literacy by participating in increasingly complex routines and initiating literacy activities (<b>Literacy Interest and Response 5.1–5.2</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF) in Language and Literacy	Measure Corresponds with PLF in the Following Ways:
<p><b>LLD 6: Comprehension of Age-Appropriate Text</b></p> <p><b>Definition:</b> Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<p><b>Comprehension and Analysis of Age-Appropriate Text</b></p> <p><i>At around 48 months</i></p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child demonstrates understanding of basic story elements (e.g., characters) and recalls basic information about the story <b>(Comprehension and Analysis of Age-Appropriate Text 4.1–4.2).</b></p> <p><b>60 months</b></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 <b>(Comprehension and Analysis of Age-Appropriate Text 4.1–4.2).</b></p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF) in Language and Literacy</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>LLD 7: Concepts About Print</b></p> <p><b>Definition:</b> Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>	<p><b>Concepts about Print</b></p> <p><i>At around 48 months</i></p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p> <p>1.2 Recognize print as something that can be read.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child understands that print is a tool to communicate and interacts with books in age-appropriate ways (<b>Concepts about Print 1.1–1.2</b>).</p> <p><b>60 months</b></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) (<b>Concepts about Print 1.1–1.2</b>).</p>
<p><b>LLD 8: Phonological Awareness</b></p> <p><b>Definition:</b> Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p>	<p><b>Phonological Awareness</b></p> <p><i>No foundation at around 48 months</i></p> <p><i>At around 60 months</i></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><b>60 months</b></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 (<b>Phonological Awareness 2.1–2.2</b>).</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF) in Language and Literacy</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>LLD 9: Letter and Word Knowledge</b></p> <p><b>Definition:</b> Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words</p>	<p><b>Alphabets and Word/Print Recognition</b></p> <p><i>At around 48 months</i></p> <p>3.1 Recognize the first letter of own name.</p> <p>3.2 Match some letter names to their printed form.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child recognizes some letters of the alphabet and letters in his or her own name (<b>Alphabets and Word/Print Recognition 3.1–3.2</b>).</p> <p><b>60 months</b></p> <p>Child recognizes most of the letters of the alphabet and some of their corresponding sounds (<b>Alphabets and Word/Print Recognition 3.1–3.3</b>).</p>
<p><b>LLD 10: Emergent Writing</b></p> <p><b>Definition:</b> Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p>	<p><b>Writing Strategies</b></p> <p><i>At around 48 months</i></p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p> <p><i>At around 60 months</i></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><b>48 months</b></p> <p>Child uses scribbles and marks that are different from pictures to represent meaning and scribbles to represent his or her own name (<b>Writing Strategies 1.2–1.3</b>).</p> <p><b>60 months</b></p> <p>Child uses letters or letter-like shapes to write words to represent ideas and his or her own name nearly accurately (<b>Writing Strategies 1.2–1.3</b>).</p>

## **Foundations in Language and Literacy not addressed by DRDP (2015) LLD domain**

### **Language Use and Conventions 1.2**

- At around 48 months: Speak clearly enough to be understood by familiar adults and children.
- At around 60 months: 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 1.3**

- At around 48 months: Use accepted language and style during communication with familiar adults and children.
- At around 60 months: Use accepted language and style during communication with both familiar and unfamiliar adults and children.
  - The distinction between the PLF at 48 months and the PLF at 60 months, which pertains to who the child is communicating with, is not reflected in the DRDP measures that address expressive language.

### **Language Use and Conventions 1.4**

- At around 48 months: Use language to construct short narratives that are real or fictional.
- At around 60 months: Use language to construct extended narratives that are real or fictional.
  - The DRDP measures that address expressive language do not include a progression that delineates a child's developing ability to construct narratives.

### **Vocabulary 2.2**

- At around 48 months: Understand and use accepted words for categories of objects encountered and used in everyday life.
- At around 60 months: Understand and use accepted words for categories of objects encountered in everyday life.
  - The DRDP measures that address expressive language do not include a focus on a child's understanding and use of words for categories.

### **Vocabulary 2.3**

- At around 48 months: Understand and use simple words that describe the relations between objects.
- At around 60 months: Understand and use both simple and complex words that describe the relations between objects.
  - The DRDP 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 1.1**

- At around 48 months: Experiment with grasp and body position using a variety of drawing and writing tools.
- At around 60 months: Adjust grasp and body position for increased control in drawing and writing.
  - The DRDP writing measure does not address the motoric component of handwriting, particularly adjustments involving grasp and body position.