

Area Three: Communication, Literacy, and Language Development

COMMUNICATION CLLD1**1 Understanding verbal and nonverbal cues** CLLD1.1

Early Infancy 0-8 months

- a Responds to speaker by turning head or shifting eye gaze **CLLD1.1A**
- b Responds to tone or voice changes **CLLD1.1B**
- c Directs attention to sounds or object pointed at/to **CLLD1.1C**
- d Responds by looking when name is called **CLLD1.1D**

Later Infancy 6-14 months

- a Follows simple requests paired with gestures **CLLD1.1E**
- f Begins to respond through sounds or gestures to others' questions **CLLD1.1F**
- g Makes different sounds to get attention **CLLD1.1G**
- h Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) **CLLD1.1H**
- i Recognizes common objects when named (e.g., cup) **CLLD1.1I**
- j Begins to show understanding of approximately 50 words **CLLD1.1J**

Early Toddler 12-24 months

- k Uses sounds or nonverbal cues to respond to oral reading **CLLD1.1K**
 - l Responds to simple requests **CLLD1.1L**
 - m Identifies familiar people, animals, and objects **CLLD1.1M**
 - n Begins to understand nouns **CLLD1.1N**
 - o Begins to understand action words (e.g., hop, jump, press, go, stop) **CLLD1.1O**
 - p Completes a task in response to a request (e.g., pick up your cup, go find your coat) **CLLD1.1P**
 - q Identifies familiar people, animals, and objects (using gestures, words, or sounds) **CLLD1.1Q**
 - r Begins to recognize some body parts **CLLD1.1R**
 - s Understands and responds to some pronouns (mine, you, me) **CLLD1.1S**
 - t Listens to and attends to spoken language and read-aloud texts **CLLD1.1T**
 - u Follows simple and short directions for routine practices **CLLD1.1U**
 - v Understands and responds to several hundred words or more **CLLD1.1V**
 - w Understands and responds to basic attribute word differences such as personal (I/me/ you/it) and possessive (my and mine) pronouns **CLLD1.1W**
- Early Preschool 34-48 months
- x Demonstrates understanding by answering questions **CLLD1.1X**
 - y Follows two-step unrelated directions **CLLD1.1Y**
 - z Understands and responds to spatial concepts (e.g., in/out, under, front, behind) **CLLD1.1Z**

Later Preschool 44-60 months

- aa** Answers questions and adds comments relevant to the topic **CLLD1.1AA**
- ab** Begins to demonstrate understanding of implied messages based on speaker's tone and/ or gestures (e.g., finger on lip and saying "shhhh" means be quiet) **CLLD1.1AB**
- ac** Understands and responds to words for descriptive concepts (e.g., hard, square) **CLLD1.1AC**
- ad** Follows 2-3 step related directions and some new directions related to familiar and daily routines **CLLD1.1AD**
- ae** Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) **CLLD1.1AE**

2 Using vocabulary and nonverbal cues to communicate **CLLD1.2**

Early Infancy 0-8 months

- a Uses sound, inflection, and gestures to communicate needs, desires, or emotions **CLLD1.2A**
- b Cries, coos, babbles and makes other sounds **CLLD1.2B**
- c Reaches and points to communicate **CLLD1.2C**

Later Infancy 6-14 months

- d Imitates actions of others as nonverbal communication **CLLD1.2D**
- e Makes vocal or nonvocal protests/demands **CLLD1.2E**
- f Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention **CLLD1.2F**
- g Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words **CLLD1.2G**

Early Toddler 12-24 months

- h Repeats words heard in conversations **CLLD1.2H**
- i Makes simple oneword requests such as saying or signing “milk’ or “leche” when asking for a drink) **CLLD1.2I**
- j Uses vocabulary for familiar items and events (e.g., hat, ball) **CLLD1.2J**
- k Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as “eat- or comer-‘nana’/ banana” **CLLD1.2K**

Later Toddler 22-36 months

- l Asks short questions and requests clarifications **CLLD1.2L**
- m Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time **CLLD1.2M**
- n Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) **CLLD1.2N**

Early Preschool 34-48 months

- o Begins to use complex sentences and ask simple questions (e.g., “After the gingerbread man ran, he swam on the fox’s back.”; “What happened to the gingerbread man?”) **CLLD1.2O**
- p Answers questions from unfamiliar people including some open-ended questions **CLLD1.2P**
- q Uses adjectives to describe people, objects, or environments **CLLD1.2Q**
- r Begins to use prepositions (e.g., in, on) **CLLD1.2R**

Later Preschool 44-60 months

- s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran,

fell, broke, went, told, did) **CLLD1.2S**

t Answers open-ended questions comfortably **CLLD1.2T**

u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) **CLLD1.2U**

3 Learning and engaging in conversational interactions **CLLD1.3**

Early Infancy 0-8 months

a Responds and engages with an adult or older peer **CLLD1.3A**

b Reacts to facial cues and eye contact **CLLD1.3B**

c Engages in vocal exchanges by babbling **CLLD1.3C**

Later Infancy 6-14 months

d Takes turn in “conversation” or vocal play with adults **CLLD1.3D**

e Turns, smiles, and begins to speak when name is spoken **CLLD1.3E**

f Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes) **CLLD1.3F**

Early Toddler 12-24 months

g Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others **CLLD1.3G**

Later Toddler 22-36 months

h Uses simple verbal responses and nonverbal gestures **CLLD1.3H**

i Uses words, gestures, signs, and phrases to converse with others **CLLD1.3I**

j Begins to ask and respond to questions **CLLD1.3J**

Early Preschool 34-48 months

k Continues a conversation through several exchanges with or without adult help **CLLD1.3K**

l Alternates between speaker/listener roles **CLLD1.3L**

m Asks and responds to questions **CLLD1.3M**

Later Preschool 44-60 months

n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) **CLLD1.3N**

o Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) **CLLD1.3O**

p Asks and responds to questions with accurate information **CLLD1.3P**

**FOUNDATIONS OF
READING** CLLD2

1 Paying attention to print as meaningful CLLD2.1

Early Infancy 0-8 months

- a Explores a book by touching it, patting it, or putting it in mouth CLLD2.1A

Later Infancy 6-14 months

- b Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material CLLD2.1B

Early Toddler 12-24 months

- c Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers) CLLD2.1C
- d Demonstrates interest in written forms of language, such as print in books or signs on building CLLD2.1D
- e Distinguishes print from pictures CLLD2.1E

Later Toddler 22-36 months

- f Attributes meaning to some symbols, such as a familiar logo or design CLLD2.1F
- g Identifies common words in the environment (e.g., name, exit, stop) CLLD2.1G
- h Points to and names some letters or characters in their names when seen in other words CLLD2.1H

Early Preschool 34-48 months

- i Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others CLLD2.1I
- j Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) CLLD2.1J
- k Understands that the print communicates the message in stories or other texts CLLD2.1K

Later Preschool 44-60 months

- l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) CLLD2.1L
- m Begins to track individual words in text or braille by pointing or touching CLLD2.1M

2 Understanding ideas, vocabulary, and information in stories and texts CLLD2.2

Early Infancy 0-8 months

- a Looks at picture books and listens to an adult talk about pictures in a book CLLD2.2A

Later Infancy 6-14 months

- b Touches or points to pictures in response to adult's prompt CLLD2.2B

Early Toddler 12-24 months

- c Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book) CLLD2.2C
- d Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult) CLLD2.2D
- e Listens to explanations of words or repeats words adults explain or emphasize CLLD2.2E

Later Toddler 22-36 months

- f Identifies the feelings of characters in a book or story CLLD2.2F
- g Asks to be read to or asks the meaning of written text CLLD2.2G
- h Makes connections to the story through talking about characters and events CLLD2.2H
- i Expresses empathy for characters and problems in text and stories with adult guidance and support CLLD2.2I
- j Repeats words heard during story reading CLLD2.2J

Early Preschool 34-48 months

- k Asks or answers questions about what is happening in a book or story CLLD2.2K
- l Retells 1-2 key events from a story CLLD2.2L
- m Narrates a story using pictures as a guide CLLD2.2M
- n Recites from memory words, phrases, and parts of favorite stories CLLD2.2N
- o Recognizes nouns as the person, place, or thing in a sentence CLLD2.2O

Later Preschool 44-60 months

- p Listens and responds to a variety of texts and media (e.g., audio book, music and movement) CLLD2.2P
- q Tells fictional or personal stories sequentially and with 3 or more details CLLD2.2Q
- r Begins to understand cause and effect relationships in fiction and nonfiction texts CLLD2.2R
- s Predicts what will happen next in an unfamiliar story CLLD2.2S
- t Uses new words learned through listening to stories CLLD2.2T

3 Learning spoken language is composed of smaller segments of sound [CLLD2.3](#)

Early Infancy 0-8 months

- a Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) [CLLD2.3A](#)
- b Begins to create speech and non-speech like sounds (e.g., babbling) [CLLD2.3B](#)

Later Infancy 6-14 months

- c Begins to imitate sounds they hear in their everyday environment [CLLD2.3C](#)

Early Toddler 12-24 months

- d Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/ requests from adults or peers [CLLD2.3D](#)

Later Toddler 22-36 months

- e Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs [CLLD2.3E](#)
- f Imitates most sounds of language using familiar words [CLLD2.3F](#)

Early Preschool 34-48 months

- g Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) [CLLD2.3G](#)
- h With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) [CLLD2.3H](#)

Later Preschool 44-60 months

- i Begins to rhyme and produce rhymes of simple words [CLLD2.3I](#)
- j Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) [CLLD2.3J](#)
- k Begins to segment and combine syllables (e.g., purple segmented is purple; when combined it is purple) [CLLD2.3K](#)
- l Begins to identify the initial and final sound in words (e.g., /b/ in bat) [CLLD2.3L](#)

4 Learning how letters and print work to create words and meaning CLLD2.4

Later Toddler 22-36 months

- a** Begins to recognize a few upper or lower case letters (if taught) CLLD2.4A

Early Preschool 34-48 months

- b** Begins to recognize more upper, and lower case letters if taught CLLD2.4B
- c** Identifies sounds and recognizes letters associated with beginning of first name and last name CLLD2.4C
- d** Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) CLLD2.4D
- e** Can often write first name from memory CLLD2.4E

Later Preschool 44-60 months

- f** For many, with instructional support, matches the sound with the corresponding letter CLLD2.4F
 - g** For many, with instructional support, matches the letter with the corresponding sound CLLD2.4G
 - h** Recognizes many upper and lower case letters CLLD2.4H
 - i** Will use a combination of letters and symbols to represent words CLLD2.4I
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FOUNDATIONS OF WRITING CLLD3

1 Drawing, scribbling, and writing to communicate CLLD3.1

Later Infancy 6-14 months

- a Makes scribbles or marks on writing materials CLLD3.1A
- b Understands that marks on a page can communicate meaning CLLD3.1B
- c Uses writing instruments to make distinct marks CLLD3.1C

Early Toddler 12-24 months

- d Begins to use controlled marks like swoops, circles, and waves to represent their ideas CLLD3.1D
- e Writes in a linear fashion and connects marks with repetitive up/ down or looping motions CLLD3.1E
- f Begins to use scribbles or intentional marks to represent objects CLLD3.1F
- g Attempts to “read” their writing or drawing to others, including their name CLLD3.1G

Later Toddler 22-36 months

- h Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing CLLD3.1H
- i Begins to draw/write for a variety of audiences (e.g., family members and teachers) CLLD3.1I
- j Begins to draw/ write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) CLLD3.1J

Early Preschool 34-48 months

- k Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events CLLD3.1K
- l Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) CLLD3.1L
- m Begins to copy or write letters or numbers CLLD3.1M
- n Begins to represent all letters in their name CLLD3.1N
- o Begins to recognize name as separate from other pictures or writing produced CLLD3.1O
- p Begins to distinguish print from images or illustrations CLLD3.1P

Later Preschool 44-60 months

- q Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) CLLD3.1Q
- r Begins to represent the initial and final sounds to represent a word (e.g., ‘dg’ for dog) CLLD3.1R
- s Retells or reads their writing to others CLLD3.1S
- t Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced CLLD3.1T

- u Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right [CLLD3.1U](#)
 - v Begins to copy names of familiar people and objects [CLLD3.1V](#)
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2 Developing writing habits and skills [CLLD3.2](#)

Later Infancy 6-14 months

- a Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) [CLLD3.2A](#)

Early Toddler 12-24 months

- b Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball) [CLLD3.2B](#)

Later Toddler 22-36 months

- c Shares writing with others as a way to represent their understandings and ideas [CLLD3.2C](#)

Early Preschool 34-48 months

- d Begins to revise writing in the moment based on interactions with peers and adults [CLLD3.2D](#)
- e Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) [CLLD3.2E](#)

Later Preschool 44-60 months

- f Continues to revise writing in the moment based on interactions with peers and adults [CLLD3.2F](#)
- g Begins to revise by adding details to drawings/writings to express their ideas [CLLD3.2G](#)
- h Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) [CLLD3.2H](#)

3 Handling writing tools CLLD3.3

Later Infancy 6-14 months

- a Begins to grasp writing tools to make random marks on a paper with limited control over results CLLD3.3A
- b Begins to use a whole hand grip to manipulate the writing tool CLLD3.3B

Early Toddler 12-24 months

- c Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions CLLD3.3C

Later Toddler 22-36 months

- d Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip CLLD3.3D

Early Preschool 34-48 months

- e Begins to show increased fine motor strength in writing CLLD3.3E
- f Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) CLLD3.3F

Later Preschool 44-60 months

- g Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools CLLD3.3G
- h Uses a variety of digital tools to write or draw CLLD3.3H