

## Domain: Language, Literacy, and Communications

### Component LLC 1-2: Listening and Understanding; Receptive Language

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	<b>K Alignment</b>
<b>Language comprehension</b>	<b>L1.1</b> Turns toward and focuses on nearby adult caregiver who is speaking	<b>L1.2</b> Responds to both non-verbal and verbal cues  <b>L1.3</b> Responds to conversation, questions, and requests	<b>L1.4</b> Responds to increasingly complex sentences	<b>L1.5</b> Shows understanding of requests and statements referring to people, objects, ideas, and feelings	<b>L1.6</b> Responds to direct questions and follows simple directions	<b>L1.7</b> Follows directions that involve two or more steps	<i>Follows basic oral direction (0.8.1.1.d)</i>  <i>Follows agreed upon rules for discussions (0.8.1.1.a)</i>
	<b>L2.1</b> Visually attends to caregiver actions and gestures	<b>L2.2</b> Responds to a label of concrete objects and actions	<b>L2.3</b> Responds to descriptive language about objects, actions, and concepts	<b>L2.4</b> Points to or places an object in/out, under/over and top/bottom based on verbal cues  <b>L2.5</b> Responds to adult usage of rare and precise words	<b>L2.6</b> Points to or places objects before, after, above, and below based on verbal cues	<b>L2.7</b> Responds to increasingly complex prepositional directions	<i>Follows basic oral direction (0.8.1.1.d)</i>

**Component LLC 3-5: Communicating and Speaking; Expressive Language**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Social conversation</b>	<p><b>L3.1</b> Coos and gurgles, babbles, and imitates facial expressions to caregivers</p> <p><b>L3.2</b> Initiates conversation through body movements</p>	<p><b>L3.3</b> Uses sounds, gestures, or actions to communicate and express needs and wants</p> <p><b>L3.4</b> Vocalizes with variations in intonation in response to objects, people, or activities</p>	<p><b>L3.5</b> Uses words, approximations, or signs to express basic wants and needs</p> <p><b>L3.6</b> Participates in social interactions though reciprocity in conversations</p>	<p><b>L3.7</b> Uses sounds, signs, words, phrases for purposes beyond wants and needs</p> <p><b>L3.8</b> Begins to ask "why" questions</p> <p><b>L3.9</b> Initiates conversations with others</p>	<p><b>L3.10</b> Initiates and sustains conversations with comments or questions</p>	<p><b>L3.11</b> Engages in conversations to negotiate, share, plan, and solve problems</p> <p><b>L3.12</b> Asks and answers questions in order to seek help or get information</p>	<p><i>Continue a conversation through multiple exchanges (0.8.1.1.b)</i></p> <p><i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood (0.8.3.3)</i></p>
<b>Vocabulary and syntax</b>	<p><b>L4.1</b> Imitates and repeats pitch and duration of caregiver vocalizations</p>	<p><b>L4.2</b> Uses a few words or word approximations to represent concepts</p> <p><b>L4.3</b> Names a few objects and people</p>	<p><b>L4.4</b> Constructs simple two-word sentences (object and action)</p> <p><b>L4.5</b> Rapidly increases use and number of sounds and words</p>	<p><b>L4.6</b> Uses increasingly complex and varied vocabulary and language</p> <p><b>L4.7</b> Rapidly increases use of descriptive words</p>	<p><b>L4.8</b> Shares information about experiences, people, places, and things using short sentences</p> <p><b>L4.9</b> Uses increasingly precise adverbs</p> <p><b>L4.10</b> Uses more new and precise words</p>	<p><b>L4.11</b> Uses sentences that express logical relationships between concepts</p> <p><b>L4.12</b> Uses increasingly specific language to name objects and their features and functions</p>	<p><i>Describe familiar people places, things, and events and, with prompting and support, provide additional detail (0.8.4.4)</i></p> <p><i>Identify new meanings for familiar words and apply them accurately (0.10.4.4)</i></p>

**Component LLC 3-5 (continued): Communicating and Speaking; Expressive Language**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Grammar</b>		<b>L5.1</b> Imitates animal and other environmental sounds during play and interactions	<b>L5.2</b> Uses two to three related words together	<b>L5.3</b> Uses some auxiliary verbs in everyday conversation  <b>L5.4</b> Demonstrates variation in verb tenses	<b>L5.5</b> Expands use of new nouns and pronouns  <b>L5.6</b> Uses some past tense verbs correctly	<b>L5.7</b> Shares information sequentially about experiences, people, places, and things	<i>Speak audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs (0.8.6.6)</i>

**Component LLC 6-14: Emergent Reading**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Motivation, engagement</b>	<b>L6.1</b> Shows enjoyment in being read to and shown pictures	<b>L6.2</b> Vocalizes while looking at text or images	<b>L6.3</b> Relates an object in a book or print to the real object	<b>L6.4</b> Shows interest in both pictures and text  <b>L6.5</b> Requests or selects favorite texts	<b>L6.6</b> Shows persistence with longer and more complex narratives and informational text	<b>L6.7</b> Actively participates in reading activities with enjoyment and purpose	<i>Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks (0.1.10.10)</i>
		<b>L7.1</b> Points to a few pictures in books and in response to adult questions  <b>L7.2</b> Demonstrates interest and involvement with books and other print materials	<b>L7.3</b> Imitates reading	<b>L7.4</b> Focuses on a book while attending to the reader	<b>L7.5</b> Offers a personal response to stories read aloud	<b>L7.6</b> Retells familiar stories using the book as a guide	<i>Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks (0.1.10.10)</i>

**Component LLC 6-14 (continued): Emergent Reading**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Phonological awareness</b>	<b>L8.1</b> Looks at caregiver's lips and face when caregiver is speaking	<b>L8.2</b> Shows interest in songs, rhymes, chants, and stories	<b>L8.3</b> Imitates sounds heard in the immediate environment	<b>L8.4</b> Repeats different sounds in rhymes and familiar words	<b>L8.5</b> Shows interest in and associates sounds with words  <b>L8.6</b> Playfully explores sounds, words, and language, including rhyme and alliteration	<b>L8.7</b> Generates and describes sound patterns in language and within individual words	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (0.3.0.0)</i>
	<b>L9.1</b> Attends to sounds in the environment and the spoken language from caregivers	<b>L9.2</b> Differentiates sounds used by speakers of child's native (home) language	<b>L9.3</b> Identifies sounds heard in the immediate environment	<b>L9.4</b> Distinguishes between spoken language and other environmental sounds  <b>L9.5</b> Listens, remembers, and says previously heard words, songs, and rhymes	<b>L9.6</b> Detects and manipulates the sounds in spoken language, independent of meaning	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (0.3.0.0)</i>	
<b>Letter recognition</b>	<b>L10.1</b> Visually discriminates between familiar and unfamiliar faces	<b>L10.2</b> Shows interest in familiar photos, pictures, and drawings	<b>L10.3</b> Recognizes familiar photos, pictures, drawings	<b>L10.4</b> Recognizes symbols, colors, and shapes	<b>L10.5</b> Points to and names some letters (especially in their own name)	<b>L10.6</b> Recognizes how features of a letter combine to make a specific letter  <b>L10.7</b> Differentiates between letters and other symbols	<i>Recognize and name all upper and lower case letters of the alphabet (0.3.1.1.d)</i>

**Component LLC 6-14 (continued): Emergent Reading**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Concepts of print</b>	<p><b>L11.1</b> Explores book by grasping and bringing to mouth to suck and chew</p> <p><b>L11.2</b> Attempts to hold cardboard books with both hands</p>	<b>L11.3</b> Turns pages of board books	<b>L11.4</b> Turns book or text right side-up	<p><b>L11.5</b> Identifies front and back of book</p> <p><b>L11.6</b> Demonstrates understanding that print carries meaning</p>	<b>L11.7</b> Looks at books or shares them moving from front to back	<p><b>L11.8</b> Recognizes some features of a book and conventions of print</p> <p><b>L11.9</b> Demonstrates knowledge that English print is left to right and top to bottom</p> <p><b>L11.10</b> Points to words and letters in the environment and labels or asks “what does it say?”</p>	<i>Demonstrates understanding of the organization and basic features of print (0.3.1.1.a-d)</i>
<b>Comprehension of narrative text</b>		<b>L12.1</b> Attends to stories read aloud	<b>L12.2</b> Understands stories read or told	<b>L12.3</b> Asks and answers questions during story reading	<b>L12.4</b> Retells important information from a story	<b>L12.5</b> Predicts what will happen next in a story using words or drawings	<i>With prompting and support, identify characters, settings and major events in a story (0.1.3.3)</i>
			<p><b>L13.1</b> Talks about, gestures, or points to characters and events during reading or storytelling</p> <p><b>L13.2</b> Relates an object in story to the real world</p>	<b>L13.3</b> Acts out, draws, or describes aspects of a story	<b>L13.4</b> Recounts simple stories and experiences related to own life	<b>L13.5</b> Retells a story using a variety of media, materials, and props	<i>With prompting and support, retell familiar stories, including key details (0.1.2.2, 0.2.1.1, 0.2.2.2, 0.2.3.3)</i>

**Component LLC 6-14 (continued): Emergent Reading**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<b>Comprehension of informational text</b>			<p><b>L14.1</b> Talks about, gestures, or points to characters and events during reading</p> <p><b>L14.2</b> Relates an object in text to the real world</p>	<b>L14.3</b> Can identify and describe basic information from the text	<b>L14.4</b> Responds to and uses vocabulary related to the key concepts in the text	<b>L14.5</b> Restates and describes the concepts and explanations from the text	<p><i>With prompting and support ask and answer questions about key details in a text (0.1.1.1)</i></p>

**Component LLC 15: Writing**

Sub-component	Birth to 6 mos	6-15 mos	15-24 mos	2-3 years	3-4 years	4-5, K-readiness	K Alignment
<p><b>Writing conventions</b></p>	<p><b>L15.1</b> Grasps and squeezes a toy or object</p> <p><b>L15.2</b> Uses hand or feet to make a connection with objects or people</p>	<p><b>L15.3</b> Coordinates eye and hand movements and has control over grasp</p>	<p><b>L15.4</b> Uses small muscles to do simple tasks</p>	<p><b>L15.5</b> uses scribbles, shapes, pictures to represent thought and ideas</p> <p><b>L15.6</b> Demonstrates interest in writing as a way of communicating</p>	<p><b>L15.7</b> Uses letter-like symbols to make letters or words</p> <p><b>L54.8</b> Uses drawing to represent writing</p>	<p><b>L15.9</b> Writes own name and high interest words</p> <p><b>L15.10</b> Understand there are different purposes for writing (stories, lists, signs, etc.)</p> <p><b>L15.11</b> Uses letter and/or letter-like symbols to communicate information and ideas</p> <p><b>L15.12</b> Uses invented spelling</p> <p><b>L15.13</b> Uses drawing to communicate a message</p> <p><b>L15.14</b> Uses pictures, letters or letter-like symbols to compose original stories</p>	<p><i>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (0.6.3.3)</i></p>

## Domain: Social and Emotional Development

*The development of the ability to approach the world with a sense of trust and emotional security*

### Component SE 1-3: Self and Emotional Awareness

Subcomponent	1 year	2 years	3 Years	4-5 years, K entry
<b>Confidence:</b> <i>Development of knowing “I am capable, I can experiment, I can make mistakes and I can move on”</i>	<p><b>S1.1</b> Independently prompts caregiver to meet basic needs</p> <p><b>S1.2</b> Uses voice and/or body to show likes and dislikes</p>	<p><b>S1.3</b> Independently attempts new challenges or activities that may or may not be successful</p> <p><b>S1.4</b> Checks with and accepts support from adult or caregiver when necessary</p>	<p><b>S1.5</b> Demonstrates or describes personal skills, likes, or dislikes</p> <p><b>S1.6</b> Seeks adult assistance to meet needs or solve problems</p> <p><b>S1.7</b> Seeks out available resources uses them appropriately</p>	<p><b>S1.8</b> Demonstrates confidence in a range of abilities and expresses pride in accomplishments</p> <p><b>S1.9</b> Knows resources are available and how to use them</p>
<b>Self-awareness:</b> <i>Understanding and appreciation of his or her uniqueness in one’s family, community, culture and the world</i>	<b>S2.1</b> Explores the world and environment around self and how things work	<b>S2.2</b> Demonstrates awareness of self as separate from others	<p><b>S2.3</b> Identifies self as part of the family, culture, community, and/or other group</p> <p><b>S2.4</b> Describes or labels self as a boy or girl</p>	<b>S2.5</b> Demonstrates knowledge of family celebrations/ traditions and expectations
<b>Emotions:</b> <i>Learning about own emotions, others’ emotions, and how their emotions translate into reactions and behaviors</i>	<p><b>S3.1</b> Expresses emotions through facial expressions, sounds, and gestures</p> <p><b>S3.2</b> Reads and responds to emotions displayed by others</p>	<p><b>S3.3</b> Expresses feelings, needs, and wants with non-verbal communication, vocalizations, and a few words</p> <p><b>S3.4</b> Associates emotions with words and expressions</p>	<p><b>S3.5</b> Recognizes and describes own emotions</p> <p><b>S3.6</b> Shows some understanding of others’ emotions</p>	<p><b>S3.7</b> Uses words to express emotions</p> <p><b>S3.8</b> Responds to others’ emotions</p>

**Component SE 4-5: Self-Management**

Subcomponent	1 year	2 years	3 Years	4-5 years, K entry
<p><b><i>Managing thinking: The developing ability to manage attention and thoughts</i></b></p>	<p><b>S4.1</b> Briefly attends to environmental stimuli</p> <p><b>S4.2</b> Indicates a choice physical or vocal response</p>	<p><b>S4.3</b> Attention is focused on preferred items and experiences</p> <p><b>S4.4</b> Chooses from a limited number of options within their environment</p> <p><b>S4.5</b> Responds to choices and limits</p> <p><b>S4.6</b> Can anticipate, and follow simple routines</p>	<p><b>S4.7</b> Increasingly attends to both familiar and new objects and experiences</p> <p><b>S4.8</b> Chooses from a variety options within the environment</p>	<p><b>S4.9</b> Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities</p> <p><b>S4.10</b> Makes self-directed choices from a greater variety of options</p> <p><b>S4.11</b> Responds to soothing or redirection when playing or learning experience does not go as expected</p>

**Component SE 4-5 (continued): Self-Management**

Subcomponent	1 year	2 years	3 Years	4-5 years, K entry
<p><b><i>Managing emotions and behaviors: The developing ability to manage emotions, impulses, and behaviors with assistance from others and independently</i></b></p>	<p><b>S5.1</b> Uses simple behaviors, objects or movements to comfort and calm self with caregiver assistance</p> <p><b>S5.2</b> Communicates needs or wants to adults using simple gestures, sign language or vocalizations</p> <p><b>S5.3</b> Uses vocalizations, sign language or gestures to gain adult help to alleviate discomfort or distress</p> <p><b>S5.4</b> Responds to adult efforts to calm or soothe</p>	<p><b>S5.5</b> Uses several behaviors, objects, or movements to comfort self</p> <p><b>S5.6</b> Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences and discomforts to adults</p> <p><b>S5.7</b> Actively seeks adult help using vocalizations, gestures or some words when feeling strong emotions, either positive or negative</p> <p><b>S5.8</b> Anticipates and actively avoids or ignores situations that cause discomfort</p> <p><b>S5.9</b> Follows simple routines, expectations and boundaries to help manage their emotions and behavior</p> <p><b>S5.10</b> Able to tolerate brief delays of getting needs or wants met</p>	<p><b>S5.11</b> Uses a wide variety of self-comforting behaviors</p> <p><b>S5.12</b> Communicates specific needs, wants, and discomfort to adults</p> <p><b>S5.13</b> Anticipates the need for comfort and tries to prepare themselves for changes in routine</p> <p><b>S5.14</b> Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances</p> <p><b>S5.15</b> Able to wait for a short period of time to obtain something desired</p>	<p><b>S5.16</b> Consistently calms self when feeling strong emotions, discomfort with only occasional adult guidance and assistance needed</p> <p><b>S5.17</b> Independently express feelings, needs, opinions, and desires in appropriate ways</p> <p><b>S5.18</b> Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p> <p><b>S5.19</b> Demonstrates the ability to delay gratification for longer periods of time</p> <p><b>S5.20</b> Demonstrates understanding of rules, roles, jobs, and relationships in families and the community</p>

**Component SE 6-8: Social Understanding and Relationships**

Subcomponent	1 year	2 years	3 Years	4-5 years, K entry
<p><b><i>Social responsiveness: The ability to notice and respond to others and their emotions</i></b></p>	<p><b>S6.1</b> Shows interest or reacts to emotions of others</p> <p><b>S6.2</b> Responds to the emotional tone and actions of others</p>	<p><b>S6.3</b> Imitates the emotions and expressions of others</p> <p><b>S6.4</b> Demonstrates some individual response to the emotional tone of others</p>	<p><b>S6.5</b> Identifies basic emotional cues of others</p> <p><b>S6.6</b> Demonstrates concern for others through efforts to help or comfort</p>	<p><b>S6.7</b> Shows understanding, empathy and compassion for others through words or gestures</p> <p><b>S6.8</b> Labels the emotions of others</p>
<p><b><i>Building relationships: The ability to establish and sustain relationships with others</i></b></p>	<p><b>S7.1</b> Demonstrates a preference for a trusted adult</p> <p><b>S7.2</b> Notices or responds to others</p>	<p><b>S7.3</b> Displays preferences for one or more adults or children</p> <p><b>S7.4</b> Shows some awareness and/or caution with unfamiliar adults</p> <p><b>S7.5</b> Uses trusted adult(s) as a base from which to explore</p>	<p><b>S7.6</b> Seeks out familiar adults and children for conversation and play</p> <p><b>S7.7</b> Manages routine separations without decreasing amount of distress</p>	<p><b>S7.8</b> Engages with adults and peers, sharing information and activities</p>
<p><b><i>Social skills: The ability to respond to and interact with others in a meaningful way</i></b></p>	<p><b>S8.1</b> Notices others and chooses similar materials and/or copies actions</p>	<p><b>S8.2</b> Play with others in a parallel manner</p> <p><b>S8.3</b> Recognizes similarities and differences between self and others</p>	<p><b>S8.4</b> Can enter play groups using various strategies</p> <p><b>S8.5</b> Seeks a preferred playmate based on similarities and differences.</p> <p><b>S8.6</b> Shows flexibility in roles during play</p>	<p><b>S8.7</b> Initiates, joins and sustains cooperative play and conversation with others</p> <p><b>S8.8</b> Displays concern, respect, care, and appreciation for others and the environment</p> <p><b>S8.9</b> Actively helps to solve problems with others</p>