Foundational Language Development (FLD)

Understanding Language (Receptive) 1

1 Understanding Language (Receptive) 1

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Responding

E Responds to sounds or sights nearby in the environment EARLIER

L Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces LATER

Exploring

E Shows understanding that communication with gestures, words, or signs carries meaning EARLIER

M Shows understanding of a variety of single words in their environment MIDDLE

L Shows understanding offrequently used simple phrases or sentences, in the present LATER

Building

E Shows understanding of phrases or sentences, including those referring to the past or future EARLIER

M Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities) MIDDLE

L Shows understanding of language, which refers to abstract concepts, including imaginary events LATER

Integrating

E Shows understanding of a variety of statements that explain how or why things happen EARLIER

M Shows understanding of a variety of statements that explain how, why,or the order in which things happen MIDDLE

L Shows understanding of a variety of verbs that differ in manner (e.g., "look," "peek,""glare") and adjectives that differ in intensity (e.g., "large," "gigantic") LATER

Us (E Skip to main content **Using Language (Expressive)** 2

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Responding

E Makes sounds or moves hands spontaneously EARLIER

L Makes sounds, gestures, or facial expressions with intention LATER

Exploring

E Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate EARLIER

M Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate MIDDLE

L Combines two words, signs, a word and a sign, or symbols to communicate simple ideas LATER

Building

E Uses phrases and sentences of more than two words, signs, words and signs together, or symbols,including a variety of nouns, verbs, or pronouns to communicate EARLIER

M Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs) MIDDLE

L Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols LATER

Integrating

E Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols EARLIER

M Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols MIDDLE

L Uses most ofthe grammar of adultlike language, using words, signs, words and signs together, or symbols LATER

Shared Communication and Conversation 3

3 Shared Communication and Conversation 3

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or au alt communication (AAC)

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Responding

E Responds to others EARLIER

L Pays attention when an adult communicates to them LATER

Exploring

E Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze EARLIER

Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions MIDDLE

L Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication LATER

Building

E Engages in brief conversations on topic for several turns, sharing opinions and thoughts EARLIER

M Engages in conversations, building on the other person's ideas MIDDLE

L Adjusts responses to meetthe needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed LATER

Integrating

E Expands on ideas of others during conversations by adding detail, making predictions, or offering possible solutions EARLIER

M Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others MIDDLE

L Displays appropriate turn-taking and social conventions of conversation LATER

Foundational Literacy Skills 4

4 Foundational Literacy Skills 4

Child shows increasing ability to manipulate and combine components of language related to early literacy: phonological awareness for children learning to communicate using spoken language; location, handshapes, and movement for children learning to communicate using sign language; and recognition, combination, and use in set phrases for children learning to communicate using Augmentative and Alternative Communication (AAC) symbols

Exploring

E There are no earlier levels for this measure. EARLIER

M Demonstrates awareness of variations in sounds MIDDLE

M Attends, when prompted, to hands or a person who is signing MIDDLE

M Participates in cause and effect play MIDDLE

L Engages in play with syllables or sounds in words or rhymes LATER

L Produces familiar fingerspelled words as signs LATER

L Explores devices or symbols LATER

Building

E Engages in familiar rhymes or songs EARLIER

E Plays with how signs are produced EARLIER

E Points to familiar symbols following modeling from an adult EARLIER

M Demonstrates understanding ofthe syllables in words with two or more syllables MIDDLE

M Recognizes the phonological features of signs (e.g., handshape, location, and movement) MIDDLE

M Points to a few core words that are introduced and reinforced by an adult MIDDLE

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Isolates and pronounces the first sound of a word, with support of pictures or objects LATER

L Produces signs that have specific |phonological features of signs LATER

L Isolates the first sound of a spoken word, with support of pictures or objects LATER

Integrating

E Blends onset and rimes into words in speech, with adult support EARLIER

E Segments signs to modify the meaning EARLIER

E Demonstrates understanding of how language is organized on AAC device to access non-core words EARLIER

M Segments onset and rime of singlesyllable spoken words in English, or segments each syllable of twosyllable words in Spanish MIDDLE

M Segments a sentence into isolated signs MIDDLE

M Segments a sentence composed of AAC symbols or print into its core units of meaning MIDDLE

L Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish LATER

L Demonstrates understanding that the same idea can be communicated in different ways LATER

L Segments spoken single-syllable words into their complete sequence of individual sounds LATER

Alphabetics and Print Knowledge* 5

5 Alphabetics and Print Knowledge* 5

Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille

Exploring

E There are no earlier levels for this measure. EARLIER

M Follows along briefly when an adult names pictures or objects in a book MIDDLE

L Demonstrates awareness that pictures or objects can represent people or things LATER

Building

E Distinguishes letters, signs, or characters (e.g., L with a picture of a mountain next to it) from other symbols or pictures EARLIER

M Identifies some (3-10) letters by name in an alphabetic language MIDDLE

M Identifies some characters (e.g., LI;)by meaning MIDDLE

L Identifies about half of letters (11-15) by name in an alphabetic language LATER

L Identifies own name in print LATER

Integrating

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Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language EARLIER

E Identifies a few familiar printed words EARLIER

M Forall children: Identifies the sounds or handshapes of all letters in an alphabetic language MIDDLE

M demonstrates one of the following: MIDDLE

1 For children who use a spoken language: Decodes regularly spelled one-syllable words in English or two-syllable words in Spanish

2 For children who do not use a spoken language: Identifies a growing variety of printed words

L For children who use a spoken language: Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences LATER

L For children who do not use a spoken language: Shows understanding of frequently used simple phrases or sentences in written English

Writing	**Writing**
Child shows increasing ability to write using marks, scribbles, drawings, letters, characters, or words to represent meaning*	**Exploring** E There are no earlier levels for this measure. EARLIER M Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials MIDDLE L Makes scribble lines or imitates simple shapes on paper or other surfaces LATER
	Building E Describes theirown drawings or scribbles EARLIER M Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling MIDDLE L rites letters or characters that are familiar or are personally meaningful LATER
	Integrating E ritesown name or other meaningful words using increasingly more recognizable letters or characters EARLIER M Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew MIDDLE L Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event LATER