

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**
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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**
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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**
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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**