

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	K Alignment
Language comprehension	L1.1 Turns toward and focuses on nearby adult caregiver who is speaking	L1.2 Responds to both non-verbal and verbal cues L1.3 Responds to conversation, questions, and requests	L1.4 Responds to increasingly complex sentences	L1.5 Shows understanding of requests and statements referring to people, objects, ideas, and feelings	L1.6 Responds to direct questions and follows simple directions	L1.7 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>
	L2.1 Visually attends to caregiver actions and gestures	L2.2 Responds to a label of concrete objects and actions	L2.3 Responds to descriptive language about objects, actions, and concepts	L2.4 Points to or places an object in/out, under/over and top/bottom based on verbal cues L2.5 Responds to adult usage of rare and precise words	L2.6 Points to or places objects before, after, above, and below based on verbal cues	L2.7 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
Social conversation	L3.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers L3.2 Initiates conversation through body movements	L3.3 Uses sounds, gestures, or actions to communicate and express needs and wants L3.4 Vocalizes with variations in intonation in response to objects, people, or activities	L3.5 Uses words, approximations, or signs to express basic wants and needs L3.6 Participates in social interactions though reciprocity in conversations	L3.7 Uses sounds, signs, words, phrases for purposes beyond wants and needs L3.8 Begins to ask "why" questions L3.9 Initiates conversations with others	L3.10 Initiates and sustains conversations with comments or questions	L3.11 Engages in conversations to negotiate, share, plan, and solve problems L3.12 Asks and answers questions in order to seek help or get information	<i>Continue a conversation through multiple exchanges (0.8.1.1.b)</i> <i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood (0.8.3.3)</i>
Vocabulary and syntax	L4.1 Imitates and repeats pitch and duration of caregiver vocalizations	L4.2 Uses a few words or word approximations to represent concepts L4.3 Names a few objects and people	L4.4 Constructs simple two-word sentences (object and action) L4.5 Rapidly increases use and number of sounds and words	L4.6 Uses increasingly complex and varied vocabulary and language L4.7 Rapidly increases use of descriptive words	L4.8 Shares information about experiences, people, places, and things using short sentences L4.9 Uses increasingly precise adverbs L4.10 Uses more new and precise words	L4.11 Uses sentences that express logical relationships between concepts L4.12 Uses increasingly specific language to name objects and their features and functions	<i>Describe familiar people places, things, and events and, with prompting and support, provide additional detail (0.8.4.4)</i> <i>Identify new meanings for familiar words and apply them accurately (0.10.4.4)</i>

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
Grammar		L5.1 Imitates animal and other environmental sounds during play and interactions	L5.2 Uses two to three related words together	L5.3 Uses some auxiliary verbs in everyday conversation L5.4 Demonstrates variation in verb tenses	L5.5 Expands use of new nouns and pronouns L5.6 Uses some past tense verbs correctly	L5.7 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
Motivation, engagement	L6.1 Shows enjoyment in being read to and shown pictures	L6.2 Vocalizes while looking at text or images	L6.3 Relates an object in a book or print to the real object	L6.4 Shows interest in both pictures and text L6.5 Requests or selects favorite texts	L6.6 Shows persistence with longer and more complex narratives and informational text	L6.7 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>
		L7.1 Points to a few pictures in books and in response to adult questions L7.2 Demonstrates interest and involvement with books and other print materials	L7.3 Imitates reading	L7.4 Focuses on a book while attending to the reader	L7.5 Offers a personal response to stories read aloud	L7.6 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
Phonological awareness	L8.1 Looks at caregiver's lips and face when caregiver is speaking	L8.2 Shows interest in songs, rhymes, chants, and stories	L8.3 Imitates sounds heard in the immediate environment	L8.4 Repeats different sounds in rhymes and familiar words	L8.5 Shows interest in and associates sounds with words L8.6 Playfully explores sounds, words, and language, including rhyme and alliteration	L8.7 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>
	L9.1 Attends to sounds in the environment and the spoken language from caregivers	L9.2 Differentiates sounds used by speakers of child's native (home) language	L9.3 Identifies sounds heard in the immediate environment	L9.4 Distinguishes between spoken language and other environmental sounds L9.5 Listens, remembers, and says previously heard words, songs, and rhymes		L9.6 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>
Letter recognition	L10.1 Visually discriminates between familiar and unfamiliar faces	L10.2 Shows interest in familiar photos, pictures, and drawings	L10.3 Recognizes familiar photos, pictures, drawings	L10.4 Recognizes symbols, colors, and shapes	L10.5 Points to and names some letters (especially in their own name)	L10.6 Recognizes how features of a letter combine to make a specific letter L10.7 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
Concepts of print	L11.1 Explores book by grasping and bringing to mouth to suck and chew L11.2 Attempts to hold cardboard books with both hands	L11.3 Turns pages of board books	L11.4 Turns book or text right side-up	L11.5 Identifies front and back of book L11.6 Demonstrates understanding that print carries meaning	L11.7 Looks at books or shares them moving from front to back	L11.8 Recognizes some features of a book and conventions of print L11.9 Demonstrates knowledge that English print is left to right and top to bottom L11.10 Points to words and letters in the environment and labels or asks “what does it say?”	<i>Demonstrates understanding of the organization and basic features of print (0.3.1.1.a-d)</i>
Comprehension of narrative text		L12.1 Attends to stories read aloud	L12.2 Understands stories read or told	L12.3 Asks and answers questions during story reading	L12.4 Retells important information from a story	L12.5 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>
			L13.1 Talks about, gestures, or points to characters and events during reading or storytelling L13.2 Relates an object in story to the real world	L13.3 Acts out, draws, or describes aspects of a story	L13.4 Recounts simple stories and experiences related to own life	L13.5 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
Comprehension of informational text			L14.1 Talks about, gestures, or points to characters and events during reading L14.2 Relates an object in text to the real world	L14.3 Can identify and describe basic information from the text	L14.4 Responds to and uses vocabulary related to the key concepts in the text	L14.5 Restates and describes the concepts and explanations from the text	<i>With prompting and support ask and answer questions about key details in a text (0.1.1.1)</i>

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
Writing conventions	L15.1 Grasps and squeezes a toy or object L15.2 Uses hand or feet to make a connection with objects or people	L15.3 Coordinates eye and hand movements and has control over grasp	L15.4 Uses small muscles to do simple tasks	L15.5 uses scribbles, shapes, pictures to represent thought and ideas L15.6 Demonstrates interest in writing as a way of communicating	L15.7 Uses letter-like symbols to make letters or words L15.8 Uses drawing to represent writing	L15.9 Writes own name and high interest words L15.10 Understand there are different purposes for writing (stories, lists, signs, etc.) L15.11 Uses letter and/or letter-like symbols to communicate information and ideas L15.12 Uses invented spelling L15.13 Uses drawing to communicate a message L15.14 Uses pictures, letters or letter-like symbols to compose original stories	<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>

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

Component SE 4-5: Self-Management

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

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

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

Component SE 6-8: Social Understanding and Relationships

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