

PREVIOUS-REVISED CLL GELDS CROSSWALK

A guide to transition from the previous GELDS to the REVISED GELDS

STRAND: RECEPTIVE LANGUAGE

PREVIOUS GELDS	REVISED GELDS
Standard CLL1 — The child will listen to conversations and demonstrate comprehension.	Standard CLL1 — The child will develop comprehension through listening to conversations, songs, stories, and books.
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4b Listens to and follows multi-step directions.	(Use 3YO indicator) CLL1.3c Listens to and follows multi-step directions.
CLL1.4c Extends/expands thoughts or ideas expressed.	CLL1.4b Responds to questions using expanded sentences and with greater detail.
Standard CLL2 — The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	Standard CLL2 — The child will acquire vocabulary introduced through conversations, songs, activities, stories, and books.
CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	CLL2.4a Demonstrates understanding of increasingly complex vocabulary during routines, conversations, and play.
CLL2.4b Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.	CLL2.4b Demonstrates understanding of increasingly complex vocabulary from activities, stories, songs, and books.
	CLL2.4c Makes real-world connections between vocabulary and real-life experiences independently.

STRAND: EXPRESSIVE LANGUAGE

PREVIOUS GELDS	REVISED GELDS
Standard CLL3 — The child will use nonverbal communication for a variety of purposes.	
CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	CLL3.4a Uses gestures and facial expressions to enhance verbal communication.
CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language, and actions.	CLL3.4b Intentionally uses a wide range of nonverbal gestures, facial expressions, and body language to clearly express feelings and respond to others' emotions.
Standard CLL4 — The child will use increasingly complex spoken language.	
CLL4.4a Uses spoken language that can be understood with ease.	CLL4.4a Uses spoken language that can be understood with ease.
CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	CLL4.4b Uses expanded sentences and varied sentence structures to participate in conversations and express ideas.
CLL4.4c Describes activities, experiences, and stories with more detail.	CLL4.4c Describes activities, experiences, and stories with more detail.
	CLL4.4d Asks questions to engage in conversation and to learn more about themselves, others, and the world.
CLL4.4d Uses new and expanded vocabulary in a variety of situations.	CLL4.4e Uses new and expanded vocabulary to share ideas, explain thinking, and tell stories.

STRAND: EARLY READING

PREVIOUS GELDS	REVISED GELDS
Standard CLL8 — The child will demonstrate awareness of print concepts.	Standard: CLL5 — The child will demonstrate print awareness and understand how print represents spoken language.
CLL8.4a Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.	CLL5.4a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books, and poetry, on a range of topics.
CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	CLL5.4b Recognizes that letters form words and that words, separated by spaces, combine to form sentences in print.
CLL8.4e Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	CLL5.4c Independently holds a book right side up, turns pages, and mimics reading skills while re-telling a familiar story.
CLL8.4d Recognizes and reads environmental print.	CLL5.4d Recognizes and reads environmental print.
CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.	CLL5.4e With prompting and support, tracks words from left to right, top to bottom, and page to page.

Standard CLL5 — The child will acquire meaning from a variety of materials read to him/her.	Standard: CLL6 — The child will acquire meaning from a variety of materials read with them.
CLL5.4a Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.	CLL6.4a Before reading, uses prior knowledge, story title and pictures to make predictions about story content.
CLL5.4b Retells familiar stories.	CLL6.4b Retells familiar stories.
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	CLL6.4c Discusses books or stories read aloud and can identify characters and setting in a story.
CLL5.4d Makes real-world connections between stories and real-life experiences.	CLL6.4d Makes real-world connections between stories and real-life experiences independently.
CLL5.4e Develops an alternate ending for a story.	CLL6.4e Develops an alternate ending for a story.
Standard CLL6 — The child will develop early phonological awareness (awareness of units of sound).	Standard CLL7 — The child will develop early phonological awareness (awareness of the units of sound) and phonemic awareness (manipulating the individual sounds in words).
CLL6.4a Listens and differentiates between sounds that are the same and different.	CLL7.4a Matches and begins to create new rhymes, songs, and chants.
CLL6.4b Identifies and produces rhyming words.	CLL7.4b Identifies and produces rhyming words with real or invented words.
CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.	CLL7.4c Produces words with the same beginning sound (phoneme) with guidance.
CLL6.4d Segments sentences into individual words.	CLL7.4d Segments sentences into individual words.
CLL6.4e Segments words into syllables.	CLL7.4e Segments words into syllables.
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	CLL7.4f Manipulates and blends sounds (phonemes) with adult guidance.
Standard: CLL7 — The child will demonstrate increasing knowledge of the alphabet.	Standard: CLL8 — The child will demonstrate increasing knowledge of the alphabet.
CLL7.4a With prompting and support, recognizes and names some upper and lower case letters of the alphabet.	CLL8.4a Recognizes and names at least half of the letters of the alphabet (upper case or lower case), including letters in their own name, as well as letters often found in the environment.
	CLL8.4b Identifies the beginning letter of a word and produces the corresponding letter sound with adult support.

STRAND: EARLY WRITING

PREVIOUS GELDS	REVISED GELDS
No previous standard	Standard CLL9 — The child will demonstrate emerging writing skills.
CLL9.4d Writes some letters of the alphabet.	CLL9.4a Writes some letters of the alphabet (upper or lower case).
	CLL9.4b Consistently holds and uses a variety of writing tools with fingers, sometimes using a three-finger grasp.
	CLL9.4c Shows increasing awareness that writing goes from left to right and top to bottom.
CLL9.4b Uses writing tools.	CLL9.4d Begins to write own name using mostly correct letters in order.
Standard CLL9 — The child will use writing for a variety of purposes.	Standard CLL10 — The child will use writing and drawing for a variety of purposes.
	CLL10.4a Revises drawings or writing by adding details to express ideas or in response to interactions with others.
CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	CLL10.4b Dictates stories or personal experiences to accompany drawings or writing.
CLL9.4c Uses writing for a variety of purposes.	CLL10.4c Uses different kinds of marks or drawings to show when making a list, telling a story, or sharing information.
	CLL10.4d Plans what to write and creates marks, letters, or drawings to represent ideas.
	CLL10.4e Begins to use invented spelling to represent words, often including beginning sounds.