



# Louisiana's Early Learning & Development Standards (ELDS)

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## APPROACHES TO LEARNING

**Standard AL 1: Children engage in multiple and varied play-based experiences.**

**Standard AL 2: Children engage in activities and tasks with attention, focus, and persistence.**

**Standard AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.**



## Approaches to Learning (AL): Initiative and Curiosity

Standard	AL 1: Children engage in multiple and varied play-based experiences.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators AL 1.1	<p><b>AL 1.1.0</b> Explore objects, materials, and/or people in their immediate environment using their senses.</p> <p>Interact with materials by manipulating them in a variety of ways (e.g., grasp, mouth, bang).</p>	<p><b>AL 1.1.1</b> Explore and interact with familiar objects and materials in the environment.</p> <p>Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).</p>	<p><b>AL 1.1.2</b> Explore both familiar and unfamiliar materials, activities, and experiences.</p> <p>Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).</p>	<p><b>AL 1.1.3</b> Explore unfamiliar objects, materials, and experiences.</p> <p>Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).</p>	<p><b>AL 1.1.4</b> Seek out and engage with unfamiliar objects, materials, and experiences.</p>
Indicators AL 1.2	<p><b>AL 1.2.0</b> Demonstrate interest in others (e.g., turn head toward a familiar voice).</p>	<p><b>AL 1.2.1</b> Demonstrate interest in their surroundings.</p>	<p><b>AL 1.2.2</b> Seek information about familiar objects, people, and experiences.</p>	<p><b>AL 1.2.3</b> Seek information about unfamiliar objects, people, and experiences.</p>	<p><b>AL 1.2.4</b> Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</p>
Indicators AL 1.3	<p><b>AL 1.3.0</b> Meet one’s own needs using simple behaviors (e.g., feed oneself finger foods).</p>	<p><b>AL 1.3.1</b> Attempt to help with simple tasks and activities.</p>	<p><b>AL 1.3.2</b> Demonstrate increasing interest and independence in completing simple tasks.</p>	<p><b>AL 1.3.3</b> Complete a variety of simple tasks independently.</p>	<p><b>AL 1.3.4</b> Complete multi-step tasks independently.</p>
Indicators AL 1.4	<p><b>AL 1.4.0</b> Select a particular material, toy, or place of interest to explore on their own.</p>	<p><b>AL 1.4.1</b> Express choices and preferences.</p>	<p><b>AL 1.4.2</b> Insist on preferences and express dislikes.</p>		



## Approaches to Learning (AL): Attention, Engagement, and Persistence

Standard	AL 2: Children engage in activities and tasks with attention, focus, and persistence.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators AL 2.1	<p><b>AL 2.1.0</b> Establish eye contact with a familiar person.</p> <p>Attend to new objects and familiar adults in the environment.</p>	<p><b>AL 2.1.1</b> Focus attention on people, objects, and activities of interest.</p>	<p><b>AL 2.1.2</b> Focus attention to complete a short, simple task with adult support.</p>	<p><b>AL 2.1.3</b> Maintain focus on activities of interest despite distractions.</p>	<p><b>AL 2.1.4</b> Maintain focus on adult-directed activities with adult support.</p>
Indicators AL 2.2	<p><b>AL 2.2.0</b> Intentionally take action to make things happen (e.g., shake a rattle to make noise).</p>	<p><b>AL 2.2.1</b> Repeat self-selected tasks over and over again.</p>	<p><b>AL 2.2.2</b> Complete activities of choice from start to finish with adult support.</p>	<p><b>AL 2.2.3</b> Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).</p>	<p><b>AL 2.2.4</b> Persist with a challenging task despite interruptions and disruptions.</p>
Indicators AL 2.3		<p><b>AL 2.3.1</b> Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap).</p>	<p><b>AL 2.3.2</b> Remain actively engaged in activities of interest and protest if interrupted.</p>	<p><b>AL 2.3.3</b> Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).</p>	<p><b>AL 2.3.4</b> Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).</p>



## Approaches to Learning (AL): Problem Solving

Standard	AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators AL 3.1</b>	<b>AL 3.1.0</b> Interact with objects in a variety of ways and notice the effects of their own actions.	<b>AL 3.1.1</b> Repeat behaviors to obtain desired results.	<b>AL 3.1.2</b> Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).	<b>AL 3.1.3</b> Make predictions based on past experiences.	<b>AL 3.1.4</b> Make predictions and explain reasoning.
<b>Indicators AL 3.2</b>	<b>AL 3.2.0</b> Attend to objects and/or activities in the environment.	<b>AL 3.2.1</b> Observe the ways in which others interact with objects and materials.	<b>AL 3.2.2</b> Observe and imitate actions of others when attempting to accomplish tasks or solve problems.	<b>AL 3.2.3</b> Recall and use previously successful strategies to complete tasks.	<b>AL 3.2.4</b> Apply prior knowledge and experiences to complete new tasks and solve new problems.
<b>Indicators AL 3.3</b>	<b>AL 3.3.0</b> Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs).	<b>AL 3.3.1</b> Try out one or two strategies to accomplish tasks and solve problems with adult support.	<b>AL 3.3.2</b> Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.	<b>AL 3.3.3</b> Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	<b>AL 3.3.4</b> Communicate the steps used to solve problems and/or accomplish tasks.



# Louisiana's Early Learning & Development Standards (ELDS)



## COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE

### ***Mathematics:***

**Standard CM 1:** Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**Standard CM 2:** Children demonstrate knowledge of patterns and operations.

**Standard CM 3:** Children measure objects by their various attributes and use differences in attributes to make comparisons.

**Standard CM 4:** Children identify shapes and their properties, and describe the positions of objects in space.

### ***Science:***

**Standard CS 1:** Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.

### ***Social Studies:***

**Standard CSS 1:** Children demonstrate an awareness of time (past, present, and future) and place within the community.

**Standard CSS 2:** Children demonstrate an awareness of themselves as individuals and as members of a family and community.

### ***Creative Arts:***

**Standard CCA 1:** Children engage in multiple and varied music and movement experiences.

**Standard CCA 2:** Children engage in multiple and varied visual arts experiences.

**Standard CCA 3:** Children engage in multiple and varied forms of dramatic play.



**Mathematics (CM): Knowledge of Numbers**

Standard	CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CM 1.1	<b>CM 1.1.0</b> Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	<b>CM 1.1.1</b> Demonstrate interest in simple counting activities.	<b>CM 1.1.2</b> Rote count to 10 with increasing accuracy.	<b>CM 1.1.3</b> Rote count to 10 with accuracy.	<b>CM 1.1.4</b> Rote count to 20 with accuracy.  Tell what number (1-10) comes next in order by counting.
Indicators CM 1.2			<b>CM 1.2.2</b> Count a small set of objects (2-3) with one-to-one correspondence.	<b>CM 1.2.3</b> Count up to five objects arranged in a line with one-to-one correspondence.	<b>CM 1.2.4</b> Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
Indicators CM 1.3	<b>CM 1.3.0</b> Indicate they want "more" using gestures, sounds, or looks.	<b>CM 1.3.1</b> Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	<b>CM 1.3.2</b> Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says "Take just one cookie.").	<b>CM 1.3.3</b> Begin to understand that the last number counted represents how many objects are in a group (cardinality).	<b>CM 1.3.4</b> Tell how many objects are in a group by giving the last number counted (cardinality).
Indicators CM 1.4				<b>CM 1.4.3</b> Recognize and name the number of items in a small set (up to three) without counting (subitizing).	<b>CM 1.4.4</b> Recognize and name the number of items in a small set (up to five) without counting (subitizing).



# EARLY CHILDHOOD

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<p><b>Indicators CM 1.5</b></p>				<p><b>CM 1.5.3</b> Compare two groups of objects and indicate whether the number of objects in each group is the same or different.</p>	<p><b>CM 1.5.4</b> Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.</p>
<p><b>Indicators CM 1.6</b></p>			<p><b>CM 1.6.2</b> Recognize a few numerals in the everyday environment.</p>	<p><b>CM 1.6.3</b> Identify written numerals 0-5 by name and match each to counted objects.</p>	<p><b>CM 1.6.4</b> Identify written numerals 0-10 by name and match each to counted objects.</p>
<p><b>Indicators CM 1.7</b></p>					<p><b>CM 1.7.4</b> Read and write some numerals up to 10.</p>
<p><b>Indicators CM 1.8</b></p>			<p><b>CM 1.8.2</b> Identify an object or person as first in a sequence.</p>	<p><b>CM 1.8.3</b> Identify the first and often second object or person in a sequence.</p>	<p><b>CM 1.8.4</b> Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).</p>



**Mathematics (CM): Patterns and Operations**

Standard	CM 2: Children demonstrate knowledge of patterns and operations.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators CM 2.1</b>	<b>CM 2.1.0</b> Demonstrate awareness of repeating sequences in everyday routines.	<b>CM 2.1.1</b> Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).	<b>CM 2.1.2</b> Recognize and participate in patterns within stories and in songs.	<b>CM 2.1.3</b> Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square).	<b>CM 2.1.4</b> Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).
<b>Indicators CM 2.2</b>				<b>CM 2.2.3</b> Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).	<b>CM 2.3.4</b> Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).





## Mathematics (CM): Measurement

Standard	CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CM 3.1		<b>CM 3.1.1</b> Match two objects based on one observable feature.	<b>CM 3.1.2</b> Group objects by one physical characteristic (attribute) (e.g., color, size, shape).	<b>CM 3.1.3</b> Sort objects into two or more groups based on one physical characteristic (attribute).	<b>CM 3.1.4</b> Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.
Indicators CM 3.2		<b>CM 3.2.1</b> Explore objects of different sizes and weights.	<b>CM 3.2.2</b> Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight).	<b>CM 3.2.3</b> Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).	<b>CM 3.2.4</b> Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).
Indicators CM 3.3					<b>CM 3.3.4</b> Compare and order a small set of objects using measurable terms (e.g., length, weight).
Indicators CM 3.4					<b>CM 3.4.4</b> Describe the purpose of simple measurement tools.
Indicators CM 3.5					<b>CM 3.5.4</b> Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.



## Mathematics (CM): Shapes and Spatial Relationships

Standard	CM 4: Children identify shapes and their properties, and describe the positions of objects in space.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CM 4.1	<b>CM 4.1.0</b> Explore various shapes through play.	<b>CM 4.1.1</b> Explore the way shapes and objects fit together through play.	<b>CM 4.1.2</b> Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation.	<b>CM 4.1.3</b> Match a wider variety of shapes with different sizes and orientations.	
Indicators CM 4.2				<b>CM 4.2.3</b> Recognize basic shapes (e.g., circle, square, typical triangle).	<b>CM 4.2.4</b> Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.
Indicators CM 4.3					<b>CM 4.3.4</b> Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).
Indicators CM 4.4				<b>CM 4.4.3</b> Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).	<b>CM 4.4.4</b> Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).



# EARLY CHILDHOOD

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<b>Indicators</b> <b>CM 4.5</b>	<b>CM 4.5.0</b> Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	<b>CM 4.5.1</b> Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).	<b>CM 4.5.2</b> Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down).	<b>CM 4.5.3</b> Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to).	<b>CM 4.5.4</b> Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).
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**Science (CS): Scientific Inquiry**

Standard	CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators CS 1.1</b>	<b>CS 1.1.0</b> Demonstrate interest in objects, materials, people and/or their environment using their senses.	<b>CS 1.1.1</b> Observe and explore the immediate environment using their senses.	<b>CS 1.1.2</b> Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.	<b>CS 1.1.3</b> Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.	<b>CS 1.1.4</b> Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.
<b>Indicators CS 1.2</b>		<b>CS 1.2.1</b> Actively experiment with and explore the physical properties of objects and substances.	<b>CS 1.2.2</b> Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.	<b>CS 1.2.3</b> Participates in simple scientific investigations.	<b>CS 1.2.4</b> Conduct scientific investigations and simple experiments.
<b>Indicators CS 1.3</b>		<b>CS 1.3.1</b> Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world.	<b>CS 1.3.2</b> Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.	<b>CS 1.3.3</b> Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings).	<b>CS 1.3.4</b> Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).



**Social Studies (CSS)**

Standard	CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CSS 1.1	<b>CSS 1.1.0</b> Demonstrate anticipation of events in daily routines and activities.	<b>CSS 1.1.1</b> Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.	<b>CSS 1.1.2</b> Respond (positively or negatively) to changes in routines or schedules.	<b>CSS 1.1.3</b> Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	<b>CSS 1.1.4</b> Communicate events, activities, and people from the past.
			<b>CM 1.2.2</b> Count a small set of objects (2-3) with one-to-one correspondence.	<b>CM 1.2.3</b> Count up to five objects arranged in a line with one-to-one correspondence.	<b>CM 1.2.4</b> Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
Indicators CSS 1.3			<b>CSS 1.3.2</b> Recognize familiar landmarks, signs and buildings in one’s neighborhood/ community.	<b>CSS 1.3.3</b> Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	<b>CSS 1.3.4</b> Identify familiar landmarks in their community (e.g., fire station, post office).
Indicators CSS 1.4					<b>CSS 1.4.4</b> Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.



## Social Studies (CSS)

Standard	CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CSS 2.1	<b>CSS 2.1.0</b> Demonstrate a preference for familiar versus new individuals.	<b>CSS 2.1.1</b> Distinguish between familiar and new individuals.	<b>CSS 2.1.2</b> Identify known people in pictures.	<b>CSS 2.1.3</b> Communicate information about their family and community.	<b>CSS 2.1.4</b> Describe familiar elements of one's family, community, and traditions.
Indicators CSS 2.2			<b>CSS 2.2.2</b> Carry out some routines and responsibilities in the classroom with adult support and guidance.	<b>CSS 2.2.3</b> Carry out routines and responsibilities in the classroom with prompting from adults.	<b>CSS 2.2.4</b> Identify responsibilities of self and others in school, home, and community.
Indicators CSS 2.3			<b>CSS 2.3.2</b> Identify self as a member of a group (e.g., a member of a class, a member of a family).	<b>CSS 2.3.3</b> Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).	<b>CSS 2.3.4</b> Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).



**Creative Arts (CCA): Music and Movement**

Standard	CCA 1: Children engage in multiple and varied music and movement experiences.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CCA 1.1	<p><b>CCA 1.1.0</b> Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.</p>	<p><b>CCA 1.1.1</b> Move body in response to the beat and tempo of music and/or rhythmic sounds.</p>	<p><b>CCA 1.1.2</b> Move body to imitate the beat and tempo of music.</p>	<p><b>CCA 1.1.3</b> Move body with creativity to imitate the beat and tempo of music of different genres.</p>	<p><b>CCA 1.1.4</b> Express thoughts and feelings through dance and movement with increasing spatial awareness.</p>
Indicators CCA 1.2	<p><b>CCA 1.2.0</b> Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.</p>	<p><b>CCA 1.2.1</b> Imitate sounds and/or music using their bodies and/or small instruments.</p>	<p><b>CCA 1.2.2</b> Imitate sounds and/or music using their bodies, instruments, and/or voice.</p>	<p><b>CCA 1.2.3</b> Create music using their bodies, instruments, and/or voice.</p>	<p><b>CCA 1.2.4</b> Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs.</p> <p>Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.</p>



**Creative Arts (CCA): Visual Arts**

Standard	CCA 2: Children engage in multiple and varied visual arts experiences.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators CCA 2.1	<p><b>CCA 2.1.0</b> Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).</p>	<p><b>CCA 2.1.1</b> Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.</p>	<p><b>CCA 2.1.2</b> Observe and respond to visual art by communicating a preference.</p>	<p><b>CCA 2.1.3</b> Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.</p>	<p><b>CCA 2.1.4</b> Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).</p>
Indicators CCA 2.2		<p><b>CCA 2.2.1</b> Explore a variety of materials to create visual art.</p>	<p><b>CCA 2.2.2</b> Explore a variety of materials and tools to create visual art.</p>	<p><b>CCA 2.2.3</b> Explore a variety of materials, tools, and techniques to create artistic works.</p>	<p><b>CCA 2.2.4</b> Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.</p>





**Creative Arts (CCA): Dramatic Play**

Standard	CCA 3: Children engage in multiple and varied forms of dramatic play.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators CCA 3.1</b>	<b>CCA 3.1.0</b> Imitate behaviors, such as sounds, facial expressions, and gestures, of others.	<b>CCA 3.1.1</b> Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone).	<b>CCA 3.1.2</b> Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).	<b>CCA 3.1.3</b> Engage in dramatic play that includes both real-life and fantasy experiences.	<b>CCA 3.1.4</b> Participate in dramatic play to express thoughts, feelings and creativity.
<b>Indicators CCA 3.2</b>	<b>CCA 3.2.0</b> Respond to volume in tones and inflection.	<b>CCA 3.2.1</b> Experiment with voice inflection during play.	<b>CCA 3.2.2</b> Imitate and repeat voice inflections, such as character or animal sounds.	<b>CCA 3.2.3</b> Create various voice inflections and facial expressions in play.	<b>CCA 3.2.4</b> Represent a character by using voice inflections and facial expressions.
<b>Indicators CCA 3.3</b>			<b>CCA 3.3.2</b> Use props and pretend to be someone other than themselves.	<b>CCA 3.3.3</b> Engage in play experiences that involve roles with the use of props and costumes.	<b>CCA 3.3.4</b> Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).



# Louisiana's Early Learning & Development Standards (ELDS)

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## INTERPERSONAL SKILLS

**Standard IS 1: Children engage in and maintain positive relationships and interactions with adults.**

**Standard IS 2: Children engage in and maintain positive relationships and interactions with other children.**

**Standard IS 3: Children recognize themselves as unique individuals and express confidence in their own abilities.**

**Standard IS 4: Children regulate their emotions and behavior and respond to the emotions of others.**



## Interpersonal Skills (IS): Relationships with Adults

Standard	IS 1: Children engage in and maintain positive relationships and interactions with adults.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators IS 1.1	<b>IS 1.1.0</b> Notice and respond to familiar adults, such as returning a smile.	<b>IS 1.1.1</b> Mimic signs of recognition (e.g., smile, wave).	<b>IS 1.1.2</b> Initiate signs of recognition with familiar adults by greeting, waving, or smiling.	<b>IS 1.3</b> Demonstrate recognition of familiar adults using simple actions or words.	<b>IS 1.1.4</b> Demonstrate recognition of familiar adults using multiple and varied actions or words.
Indicators IS 1.2	<b>IS 1.2.0</b> Respond differently to familiar versus new adults, such as reaching for a familiar adult.	<b>IS 1.2.1</b> Seek to be near familiar adults and respond cautiously to new adults.	<b>IS 1.2.2</b> Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult’s hand when entering a new place.	<b>IS 1.2.3</b> Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.	<b>IS 1.2.4</b> Separate from familiar adults in new settings, such as joining other children to play at a birthday party.
Indicators IS 1.3	<b>IS 1.3.0</b> Move or cry to seek attention and comfort from familiar adults.	<b>IS 1.3.1</b> Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read.	<b>IS 1.3.2</b> Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill.	<b>IS 1.3.3</b> Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.	<b>IS 1.3.4</b> Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.
Indicators IS 1.4	<b>IS 1.4.0</b> Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face.	<b>IS 1.4.1</b> Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo.	<b>IS 1.4.2</b> Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing.	<b>IS 1.4.3</b> Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.	<b>IS 1.4.4</b> Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor’s office.



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<p>Indicators IS 1.5</p>	<p><b>IS 1.5.0</b> Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).</p>	<p><b>IS 1.5.1</b> Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says.</p>	<p><b>IS 1.5.2</b> Imitate behaviors observed in familiar adults, such as pretending to cook or read a book.</p>	<p><b>IS 1.5.3</b> Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog.</p>	<p><b>IS 1.5.4</b> Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.</p>
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**Interpersonal Skills (IS): Relationships with Children**

Standard	IS 2: Children engage in and maintain positive relationships and interactions with other children.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators IS 2.1	<p><b>IS 2.1.0</b> Notice other infants and children, such as looking at children when they enter the classroom.</p>	<p><b>IS 2.1.1</b> Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy.</p>	<p><b>IS 2.1.2</b> Play alongside other children (parallel play) for short periods of time with adult support, such as sitting in a circle with a group singing “Itsy Bitsy Spider” led by an adult.</p>	<p><b>IS 2.1.3</b> Interact or play cooperatively with other children, such as asking another child, “Want to run with me?”</p>	<p><b>IS 2.1.4</b> Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.</p>
Indicators IS 2.2	<p><b>IS 2.2.0</b> Touch, smile, or babble to other infants and children.</p>		<p><b>IS 2.2.2</b> Take turns when playing with other children with adult guidance and support, such as taking turns scooping sand into a bucket after prompted by an adult.</p>	<p><b>IS 2.2.3</b> Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing.</p>	<p><b>IS 2.2.4</b> Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.</p>
Indicators IS 2.3			<p><b>IS 2.3.2</b> Interact more frequently with a familiar child, such as choosing an</p>	<p><b>IS 2.3.3</b> Demonstrate preference to play with one or more specific children, such as joining the same two</p>	<p><b>IS 2.3.4</b> Demonstrate preference to routinely play with one or more specific children, such as</p>



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			activity based on another child's choice.	children for several days to play tag.	describing another child as their "best friend"
Indicators IS 2.4				<b>IS 2.4.3</b> Initiate an activity or join other children in an activity that is already in progress, such as saying, "I want to play!" and joining other children in the dramatic play center.	<b>IS 2.4.4</b> Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.
Indicators IS 2.5		<b>IS 2.5.1</b> Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head "no" when another child tried to take a toy.	<b>IS 2.5.2</b> Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child.	<b>IS 2.5.3</b> Suggest solutions to conflicts with adult guidance and support, such as saying, "I can ask them to stop" when asked by an adult what to do when another child takes away a toy.	<b>IS 2.5.4</b> Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, "I'm playing with these cars, so here is a truck you can use to play."



## Interpersonal Skills (IS): Self-Esteem

Standard	IS 3: Children recognize themselves as individuals and express positive self-esteem.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators IS 3.1	<b>IS 3.1.0</b> Look at or grab hands and feet.	<b>IS 3.1.1</b> Point to body parts, including feet and hands, of themselves and others when each is named.	<b>IS 3.1.2</b> Able to point to and name body parts including ears, eyes, nose, feet, and hands.	<b>IS 3.1.3</b> Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color).	<b>IS 3.1.4</b> Use words to describe personal physical characteristics (e.g., hair color, eye color).
Indicators IS 3.2	<b>IS 3.2.0</b> Respond to one’s own image in a mirror by smiling or moving closer.	<b>IS 3.2.1</b> Recognize oneself in a mirror, such as by pointing or saying, “Me.”	<b>IS 3.2.2</b> Identify oneself in photographs.		
Indicators IS 3.3	<b>IS 3.3.0</b> React when name is called by smiling or turning to look at caregiver.	<b>IS 3.3.1</b> Respond when name is called by looking or moving toward a familiar adult.	<b>IS 3.3.2</b> Use different words (e.g., I, me, mine) when referring to oneself, including first name.	<b>IS 3.3.3</b> Use one’s own first and last name.	
Indicators IS 3.4	<b>IS 3.4.0</b> Express preferences by crying or turning away from dislikes and reaching for preferred objects, activities, and people.	<b>IS 3.4.1</b> Express preferences for objects, activities, and people using gestures, signs, or words, such as choosing a shirt to wear or which food they would prefer.	<b>IS 3.4.2</b> Indicate preferences when asked, such as choosing juice over milk or coloring with crayons over finger painting.	<b>IS 3.4.3</b> Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity.	
Indicators IS 3.5	<b>IS 3.5.0</b> Express satisfaction at accomplishing things	<b>IS 3.5.1</b> Demonstrate a sense of satisfaction when accomplishing simple	<b>IS 3.5.2</b> Demonstrate confidence in one’s own abilities and express satisfaction	<b>IS 3.5.3</b> Demonstrate confidence in one’s own abilities and accomplish routine and	<b>IS 3.5.4</b> Demonstrate confidence in one’s own abilities, taking on new and



# EARLY CHILDHOOD

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	such as holding a bottle or rolling over.	tasks, such as smiling or clapping during play or chores.	when demonstrating them to others, such as putting on their own shoes and exclaiming, “I did it!”	familiar tasks independently, such as brushing teeth and then saying, “My teeth are all clean!”	challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.
Indicators IS 3.6		<b>IS 3.6.1</b> Express pride over accomplishments, such as stacking blocks or cleaning up after playing.	<b>IS 3.6.2</b> Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult.	<b>IS 3.6.3</b> Express positive feelings about self when prompted, such as riding a tricycle and stating, “I did it myself.”	<b>IS 3.6.4</b> Describe oneself using positive terms (e.g., hard worker, good at drawing).





**Interpersonal Skills (IS): Self-Regulation**

Standard	IS 4: Children moderate their behavior and respond to the expressed feelings of others.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators IS 4.1	<b>IS 4.1.0</b> Express simple feelings (e.g., contentment, distress) using sounds, facial expressions, or body movements, such as smiling at others or crying when a diaper is dirty.	<b>IS 4.1.1</b> Express a range of basic feelings (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions, such as clapping and smiling when a favorite song plays.	<b>IS 4.1.2</b> Express a range of feelings (e.g., happiness, sadness, fear, anger, anticipation) using gestures, facial expressions, actions, or words, such as waiting eagerly for a snack.	<b>IS 4.1.3</b> Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, “Ugh, I can’t do it.”	<b>IS 4.1.4</b> Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, “I’m mad at you because you don’t want to play my game.”
Indicators IS 4.2	<b>IS 4.2.0</b> React to an adult's expression of feelings, such as ceasing to cry when an adult uses a soothing voice (e.g., facial expression, tone of voice, gestures).	<b>IS 4.2.1</b> Imitate adult expressions of feelings using facial expressions, sounds, gestures, or actions, such as smiling and waving hi upon seeing an adult smile and wave when someone enters the room.	<b>IS 4.2.2</b> Recognize one’s own feelings when named by an adult, such as laughing when an adult asks, “What do we do when something is funny?”	<b>IS 4.2.3</b> Accurately name one’s own basic feelings (e.g., happy; mad; sad), such as a child expressing, “I am excited.”	<b>IS 4.2.4</b> Accurately name one’s own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.
Indicators IS 4.3	<b>IS 4.3.0</b> React to others' expressions of feelings, such as beginning to cry when another child cries.	<b>IS 4.3.1</b> Respond to others' feelings with adult support, such as consoling another crying child when prompted by an adult.	<b>IS 4.3.2</b> Respond in caring ways to others' expressions of feelings, such as taking a blanket to a crying child.	<b>IS 4.3.3</b> Accurately name basic feelings in others and respond with care and concern, such as asking other children, “What’s wrong?” and	<b>IS 4.3.4</b> Accurately name feelings in others, predict causes, and respond with care and concern (e.g., “He’s sad because someone took his toy. He can have mine.”).



# EARLY CHILDHOOD

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				trying to comfort or cheer them.	
Indicators IS 4.4	<b>IS 4.4.0</b> Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).	<b>IS 4.4.1</b> Accept some redirection from adults, such as sharing a toy when reminded to share by an adult.	<b>IS 4.4.2</b> Frequently respond positively to choices and limits set by an adult, such as stopping splashing water during hand washing after being reminded by an adult that the mess will have to be cleaned.		
Indicators IS 4.5		<b>IS 4.5.1</b> Participate in simple routines and accept transitions with adult support, such as walking to the high chair after an adult puts on the child's bib.	<b>IS 4.5.2</b> Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support, such as stopping playing and beginning to clean up toys in a center when an adult plays the clean-up song and models cleaning.	<b>IS 4.5.3</b> Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket.	<b>IS 4.5.4</b> Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.
Indicators IS 4.6		<b>IS 4.6.1</b> Notice how others respond to one's own behaviors, such as when a child beats on drums then looks at an adult to see the reaction.	<b>IS 4.6.2</b> Experiment with effects of one's own actions on objects and people, such as reaching for a plate when sitting down for a meal.	<b>IS 4.6.3</b> Demonstrate understanding of how one's own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child.	<b>IS 4.6.4</b> Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.



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<p>Indicators IS 4.7</p>	<p><b>IS 4.7.0</b> React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset.</p>	<p><b>IS 4.7.1</b> Use simple behaviors to soothe oneself when upset, such as moving to a caregiver’s side when hearing loud thunder.</p>	<p><b>IS 4.7.2</b> Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models.</p>	<p><b>IS 4.7.3</b> Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support.</p>	<p><b>IS 4.7.4</b> Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.</p>
<p>Indicators IS 4.8</p>	<p><b>IS 4.8.0</b> Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a familiar adult sings a lullaby.</p>	<p><b>IS 4.8.1</b> Look toward familiar caregivers for help when becoming upset.</p>	<p><b>IS 4.8.2</b> With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting at a table and waiting for snacks to be distributed.</p>	<p><b>IS 4.8.3</b> Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle.</p>	
<p>Indicators IS 4.9</p>			<p><b>IS 4.9.2</b> Recover from outbursts (e.g., tantrums) with adult support, such as moving on to a new activity after becoming upset about sharing toys.</p>	<p><b>IS 4.9.3</b> Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset.</p>	<p><b>IS 4.9.4</b> Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.</p>
<p>Indicators IS 4.10</p>			<p><b>IS 4.10.2</b> Change to new or different activities with adult guidance and support, such as singing a cleanup song when transitioning from playing with blocks to lunchtime.</p>	<p><b>IS 4.10.3</b> Follow schedules with few reminders, such as cleaning up toys and joining group activities.</p>	<p><b>IS 4.10.4</b> Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.</p>



# Louisiana's Early Learning & Development Standards (ELDS)

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## PHYSICAL DEVELOPMENT

**Standard PD 1: Children demonstrate large muscle control and coordination.**

**Standard PD 2: Children demonstrate small muscle control and coordination.**

**Standard PD 3: Children demonstrate healthy and safe behaviors.**



## Physical Development (PD): Gross Motor

Standard	PD 1: Children demonstrate large muscle control and coordination.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators PD 1.1</b>	<b>PD 1.1.0</b> Explore the environment with increasing body awareness using senses and movement.	<b>PD 1.1.1</b> Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.	<b>PD 1.1.2</b> Demonstrate body and spatial awareness to guide movement around objects and people.	<b>PD 1.1.3</b> Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).	<b>PD 1.1.4</b> Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.
<b>Indicators PD 1.2</b>	<b>PD 1.2.0</b> Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking).	<b>PD 1.2.1</b> Move in a variety of ways and directions with increasing coordination and balance.	<b>PD 1.2.2</b> Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping).	<b>PD 1.2.3</b> Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs).	<b>PD 1.2.4</b> Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.
<b>Indicators PD 1.3</b>	<b>PD 1.3.0</b> Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching, rolling over).	<b>PD 1.3.1</b> Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.	<b>PD 1.3.2</b> Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot).	<b>PD 1.3.3</b> Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting).	<b>PD 1.3.4</b> Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).
<b>Indicators PD 1.4</b>	<b>PD 1.4.0</b> Engage in play to develop strength and stamina by continuing purposeful movements	<b>PD 1.4.1</b> Engage in physical play activities for periods of time to develop strength and stamina.	<b>PD 1.4.2</b> Engage in physical play activities for moderate periods of time to	<b>PD 1.4.3</b> Demonstrate strength and stamina that allows for participation in physical play activities	<b>PD 1.4.4</b> Demonstrate increased strength and stamina that allows for participation in active



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	over short periods of time (e.g., reaching, pushing, rolling over).		develop strength and stamina.	for moderate periods of time.	play activities for extended periods of time.
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**Physical Development (PD): Fine Motor**

Standard	PD 2: Children demonstrate small muscle control and coordination.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators PD 2.1	<b>PD 2.1.0</b> Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer).	<b>PD 2.1.1</b> Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.	<b>PD 2.1.2</b> Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.	<b>PD 2.1.3</b> Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.	<b>PD 2.1.4</b> Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.
Indicators PD 2.2	<b>PD 2.2.0</b> Coordinate eye and hand movements when grasping or picking up objects.	<b>PD 2.2.1</b> Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks).	<b>PD 2.2.2</b> Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads).	<b>PD 2.2.3</b> Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control.	<b>PD 2.2.4</b> Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.



**Physical Development (PD): Healthy Behaviors**

Standard	PD 3: Children will demonstrate healthy and safe behaviors.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators PD 3.1	<b>PD 3.1.0</b> Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over).	<b>PD 3.1.1</b> Engage in active play indoors or outdoors with adult support.	<b>PD 3.1.2</b> Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment).	<b>PD 3.1.3</b> Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	<b>PD 3.1.4</b> Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.
Indicators PD 3.2				<b>PD 3.2.3</b> Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	<b>PD 3.2.4</b> Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.
Indicators PD 3.3		<b>PD 3.3.1</b> Participate in some basic safety practices (e.g., fire/tornado drills).	<b>PD 3.3.2</b> Follow safety rules with adult support.	<b>PD 3.3.3</b> Identify safety rules and follow them with guidance from adults.	<b>PD 3.3.4</b> Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult’s hand when crossing the street, walk rather than run when indoors).
Indicators PD 3.4					<b>PD 3.4.4</b> Begin to identify and alert others of potential hazards.





# Louisiana's Early Learning & Development Standards (ELDS)



## LANGUAGE AND EARLY LITERACY DEVELOPMENT

### *Language Development (LD):*

**Standard LD 1:** Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

**Standard LD 2:** Communicate with others to express self.

**Standard LD 3:** Children use social and conversational rules.

### *Early Literacy (EL):*

**Standard EL 1:** Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

**Standard EL 2:** Children demonstrate knowledge of books and how print conveys meaning.

**Standard EL 3:** Children recognize and identify letters and make letter-sound connections.

**Standard EL 4:** Children show interest in and gain understanding from a variety of early literacy experiences.

**Standard EL 5:** Children write and draw to express their ideas, using some letters and print conventions.



**Language Development (LD): Receptive Communication**

Standard	LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators LD 1.1	<b>LD 1.1.0</b> Recognize more than one tone of voice in adults and respond with body movement and sounds.	<b>LD 1.1.1</b> Respond to facial expressions, tone of voice, and some words that communicate basic feelings.	<b>LD 1.1.2</b> Respond to facial expressions, tone of voice, and words that communicate a variety of feelings.		
Indicators LD 1.2	<b>LD 1.2.0</b> Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	<b>LD 1.2.1</b> Respond to speech and other communication directed at them.	<b>LD 1.2.2</b> Respond to speech and other communication directed at them.	<b>LD 1.2.3</b> Respond to speech and other communication directed at them.	<b>LD 1.2.4</b> Respond to complex statements, questions, and other communication that include multiple phases and ideas.
Indicators LD 1.3	<b>LD 1.3.0</b> Respond or show excitement upon hearing familiar words.	<b>LD 1.3.1</b> Respond appropriately to familiar words, signs, and/or songs.	<b>LD 1.3.2</b> Demonstrate understanding of descriptive words through conversations and actions.	<b>LD 1.3.3</b> Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions.  Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.	<b>LD 1.3.4</b> Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites.  Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.



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<b>Indicators LD 1.4</b>	<b>LD 1.4.0</b> Respond to simple requests accompanied by gestures or tone of voice.	<b>LD 1.4.1</b> Follow simple directions, especially if accompanied by gestures.	<b>LD 1.4.2</b> Follow one or two-step directions with few gestures.	<b>LD 1.4.3</b> Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).	<b>LD 1.4.4</b> Follow detailed directions that involve multiple steps (e.g. “Get the sponge, dampen it with water, and clean your table top.”)
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## Language Development: Expressive Communication

Standard	LD 2: Communicate with others to express self.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators LD 2.1</b>	<b>LD 2.1.0</b> Experiment with making sounds. (e.g., engage in babbling).	<b>LD 2.1.1</b> Communicate through word-like sounds, some words, and some simple phrases.	<b>LD 2.1.2</b> Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”).	<b>LD 2.1.3</b> Communicate using simple sentences.	<b>LD 2.1.4</b> Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.
<b>Indicators LD 2.2</b>	<b>LD 2.2.0</b> Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	<b>LD 2.2.1</b> Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	<b>LD 2.2.2</b> Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	<b>LD 2.2.3</b> Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	<b>LD 2.2.4</b> Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication.  Adjust communication strategies if the message is not understood.
<b>Indicators LD 2.3</b>		<b>LD 2.3.1</b> Respond to simple statements and questions about pictures, people, and things that are present.	<b>LD 2.3.2</b> Answer and ask simple questions about things and activities at the time they are happening.	<b>LD 2.3.3</b> Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	<b>LD 2.3.4</b> Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.



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<p><b>Indicators LD 2.4</b></p>			<p><b>LD 2.4.2</b> Use correct words for familiar people, objects, and animals.</p> <p>Describe observable characteristics of objects, such as color and size, with simple words.</p> <p>Expand their vocabulary by asking others to name unfamiliar objects</p>	<p><b>LD 2.4.3</b> Express feelings, talk about position and direction, and describe actions using a variety of words.</p> <p>Describe the use of familiar objects, including objects that belong in the same category based on how they are used.</p> <p>Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.</p>	<p><b>LD 2.4.4</b> Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations.</p> <p>Determine the meaning of unknown words using prior knowledge and context clues in conversation.</p>
<p><b>Indicators LD 2.5</b></p>		<p><b>LD 2.5.1</b> Use some pronouns.</p>	<p><b>LD 2.5.2</b> Speak in a way that is understood by most familiar people.</p> <p>Use the plural form of some nouns, not always correctly.</p> <p>Use the past tense of some verbs.</p> <p>Use simple adjectives in statements.</p>	<p><b>LD 2.5.3</b> Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.</p> <p>Use common prepositions, correct subject-verb agreement, pronouns, and possessives.</p>	<p><b>LD 2.5.4</b> Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.</p> <p>Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.</p>



**Language Development: Social and Conversational Rules**

Standard	LD 3: Children use social and conversational rules.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
<b>Indicators LD 3.1</b>	<b>LD 3.1.0</b> Initiate interactions with another person using movement and/or behavior.	<b>LD 3.1.1</b> Initiate interactions with others using gestures and/or vocalizations.	<b>LD 3.1.2</b> Ask questions or use verbal or non-verbal cues to initiate communication with others.	<b>LD 3.1.3</b> Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues.	<b>LD 3.1.4</b> Initiate communication with peers by asking questions or using verbal cues.
<b>Indicators LD 3.2</b>	<b>LD 3.2.0</b> Briefly pay attention to the same object the caregiver is looking at.  Engage in turn-taking during social and vocal play with adults and other children.	<b>LD 3.2.1</b> Establish joint attention by looking at an object, at their caregiver, and back at the object.  Respond to communication from another person using multiple means (non-verbal and verbal).	<b>LD 3.2.2</b> Participate in short conversations, with some turn-taking exchanges.	<b>LD 3.2.3</b> Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.  Use appropriate volume and intonation when communicating, with modeling and support.	<b>LD 3.2.4</b> Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.  Use appropriate volume and intonation to match the situation when communicating.
<b>Indicators LD 3.3</b>		<b>LD 3.3.1</b> “Jabber” and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.	<b>LD 3.3.2</b> Listen attentively during brief group conversations and respond to questions or requests made to the group.	<b>LD 3.3.3</b> Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support.  Follow simple rules from	<b>LD 3.3.4</b> Participate in a group discussion, making comments and asking questions related to the topic.  Follow commonly accepted norms of communication in group



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				group discussions, with reminders.	settings with increasing independence.
<b>Indicators LD 3.4</b>			<b>LD 3.4.2</b> Communicate in short sentences that follow the word order of their home language.	<b>LD 3.4.3</b> Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).  Make grammatical errors that follow their home language rules.	<b>LD 3.4.4</b> Speak in full sentences that are grammatically correct within their home language most of the time.



**Early Literacy (EL): Phonological Awareness**

Standard	Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 1.1		<b>EL 1.1.1</b> Demonstrate interest in familiar rhymes and songs.	<b>EL 1.1.2</b> Sing songs and say or repeat familiar rhymes.	<b>EL 1.1.3</b> Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	<b>EL 1.1.4</b> Identify and produce rhyming words.
Indicators EL 1.2			<b>EL 1.2.2</b> Sing songs with multiple words that start with the same initial sound.	<b>EL 1.2.3</b> Shows awareness that some words start with the same initial sound.	<b>EL 1.2.4</b> Identify the initial sound in a spoken word with guidance and support.
Indicators EL 1.3				<b>EL 1.3.3</b> Segment spoken sentences into individual words with guidance and support.	<b>EL 1.3.4</b> Segment spoken sentences into individual words.
Indicators EL 1.4				<b>EL 1.4.3</b> Identify syllables in spoken words with guidance and support.	<b>EL 1.4.4</b> Identify syllables in spoken words.
Indicators EL 1.5				<b>EL 1.5.3</b> Blend a sequence of spoken syllables to produce words with guidance and support.	<b>EL 1.5.4</b> Blend a sequence of spoken syllables to produce words.





# EARLY CHILDHOOD

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<b>Indicators EL 1.6</b>					<b>EL 1.6.4</b> Blend onsets and rimes of single syllable spoken words with guidance and support.
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### Early Literacy (EL): Print Concepts

Standard	Standard EL 2: Children demonstrate knowledge of books and how print conveys meaning.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 2.1			<b>EL 2.1.2</b> Recognize some familiar symbols and logos in the environment.	<b>EL 2.1.3</b> Recognize and name familiar symbols and logos in the environment (environmental print).	<b>EL 2.1.4</b> Recognize and name pictures, symbols, and logos in the environment (environmental print).
Indicators EL 2.2			<b>EL 2.2.2</b> Recognize that print, symbols, and pictures have meaning.	<b>EL 2.2.3</b> Distinguish print from pictures and show awareness that print communicates meaning.	<b>EL 2.2.4</b> Demonstrate an understanding that print has meaning and corresponds with spoken language.  Demonstrates awareness that written words are made up of a group of individual letters.
Indicators EL 2.3	<b>EL 2.3.0</b> Explore books by touch (e.g., patting and/or chewing on board books).	<b>EL 2.3.1</b> Hold books, look at pictures, and help turn some pages.	<b>EL 2.3.2</b> Hold a book as if reading and turn some pages, but not always in the right order.  Recognize specific books by their cover and look for specific pages in familiar books.	<b>EL 2.3.3</b> Hold a book right side up and turn most pages one by one from front to back.  Demonstrate awareness that print progresses from left to right and top to bottom on a page with	<b>EL 2.3.4</b> Hold a book right side up while turning pages one by one from front to back.  Identify parts of a book such as the front, back, and title.  Demonstrate awareness of some conventions of print



# EARLY CHILDHOOD

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				guidance and support.	(e.g., capital letters, where to start reading on a page).  Describe the role of the author and illustrator of a text.
<p><b>Indicators</b> <b>EL 2.4</b></p>	<p><b>EL 2.4.0</b> Demonstrate interest in books by reaching for books and exploring books through touch.</p>	<p><b>EL 2.4.1</b> Request to have books read to them.</p>	<p><b>EL 2.4.2</b> Self-select familiar books and engage in shared reading.</p>	<p><b>EL 2.4.3</b> Share self-selected familiar books and engage in pretend reading with others.</p>	<p><b>EL 2.4.4</b> Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>



### Early Literacy (EL): Alphabet Awareness

Standard	Standard EL 3: Children recognize and identify letters and make letter-sound connections.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 3.1			<p><b>EL 3.1.2</b> Recognize letters of the alphabet as a special category of print, different from pictures and shapes.</p>	<p><b>EL 3.1.3</b> Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.</p>	<p><b>EL 3.1.4</b> Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.</p>
Indicators EL 3.2				<p><b>EL 3.2.3</b> Identify the sound for a few recognized letters.</p>	<p><b>EL 3.2.4</b> Identify or produce the sound of many recognized letters.</p>
Indicators EL 3.3					<p><b>EL 3.3.4</b> Recognize their own name and some common words in print.</p>



### Early Literacy (EL): Comprehension

Standard	Standard EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 4.1				<b>EL 4.1.3</b> Tell make-believe or real-life stories, sometimes in random sequence.	<b>EL 4.1.4</b> Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
Indicators EL 4.2			<b>EL 4.2.2</b> Recite some words of a familiar book when read to especially from books with repeating text.	<b>EL 4.2.3</b> Retell familiar stories using pictures or props as prompts.	<b>EL 4.2.4</b> Describe some key details from familiar stories, such as characters, setting, and/or major events.
Indicators EL 4.3			<b>EL 4.3.2</b> Ask or answer simple questions about a familiar story or book, including informational text.	<b>EL 4.3.3</b> Ask or answer questions about key details in a familiar story, informational book, or other text.	<b>EL 4.3.4</b> Ask or answer questions about key details in a familiar story, informational book, or other text.  Make predictions about events that might happen next, with guidance and support.
Indicators EL 4.4			<b>EL 4.4.2</b> Recognize when a story or book describes something that is similar to their own experiences.	<b>EL 4.4.3</b> Answer questions about how events and information from stories relate to their own experiences.	<b>EL 4.4.4</b> Recall their own experiences that relate to events and information from stories or informational texts.



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<b>Indicators EL 4.5</b>				<b>EL 4.5.3</b> Share their own thoughts and reactions to a story or text.	<b>EL 4.5.4</b> Analyze and reason about stories and other text with guidance and support during shared reading experiences.
<b>Indicators EL 4.6</b>				<b>EL 4.6.3</b> Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	<b>EL 4.6.4</b> Recognize differences between stories/make believe, information text, and poetry.



### Early Literacy (EL): Emergent Writing

Standard	Standard EL 5: Children write and draw to express their ideas, using some letters and print conventions.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 5.1			<b>EL 5.1.2</b> Draw or scribble with a purpose during play or other activities.	<b>EL 5.1.3</b> Show emerging awareness that writing can be used for a variety of purposes.	<b>EL 5.1.4</b> Use writing for a variety of purposes to convey meaning.
Indicators EL 5.2		<b>EL 5.2.1</b> Make marks or scribbles using a variety of media (e.g., finger paint, chalk).	<b>EL 5.2.2</b> Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	<b>EL 5.2.3</b> Write letter-like forms and a few letters, although often not oriented or written correctly.  String some letter-like forms and/or letters together as if they are a word.	<b>EL 5.2.4</b> Write some letters of meaningful words such as their name, using letters and letter-like forms.
Indicators EL 5.3			<b>EL 5.3.2</b> Draw a picture and describe what it represents.	<b>EL 5.3.3</b> Dictate ideas for someone to write down.  Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas.  Discuss or answer questions about their writing and drawings.	<b>EL 5.3.4</b> Attempt to write some words using invented spelling.  Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).



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<b>Indicators EL 5.4</b>					<b>EL 5.4.4</b> Dictate elaborative or meaningful information or stories for someone to write down.  Use writing and/or digital tools to communicate information.  Use classroom resources (e.g., labels; anchor charts) to support writing.
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