



Louisiana's Early Learning & Development Standards (ELDS)



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.

In the 1990s, the National Education Goals Panel recognized Approaches to Learning as an essential element of children's school readiness. The term Approaches to Learning typically refers to behaviors and attitudes that show how children approach tasks/activities and how they learn. Approaches to Learning includes characteristics such as curiosity, problem-solving, maintaining attention, and persistence. These learning behaviors can help strengthen and facilitate children's learning across other school readiness domains. In fact, research has shown that approaches to learning is a distinct aspect of children's school readiness and is a strong predictor of their later success in school. Children with positive approaches to learning perform better academically and have more productive interactions with others. While some of these skills seem to come naturally to some children, researchers believe that others can be nurtured and developed through a supportive, high-quality learning environment.

Exploring and Acquiring New Knowledge

For very young children, growing and learning begins with personal experiences and their openness and curiosity about new discoveries. Infants and toddlers learn about the world and gain new knowledge by taste, touch, smell, sight, sound, and through their physical actions. They begin to develop an awareness of themselves and others through relationships and through their social interactions with those around them. Environments where children feel safe and secure nurture their interest in the world and support their own unique learning style. With a consistent environment and trusting, responsive adults, children have the emotional security necessary for exploring, growing, and learning.

Attention and Problem-Solving

The capacity to pay attention, to think creatively, and to solve problems are all important aspects of children's approaches to learning that develop during the early childhood period. At around age three, children are able to complete short-term, concrete tasks and activities. As they progress and move closer to



age five, they are able to concentrate for longer periods of time, and perform longer-term and more abstract tasks such as finishing an art project they started the previous day or following an established plan for an activity.

As children move into the preschool years, they begin to establish learning behaviors that are more directly tied to later school success as they continue to explore the world and also gain knowledge related to academic subject areas. It is important that early childhood educators help foster the development of children's positive approaches to learning by providing an environment that is interesting and engaging, and allowing children opportunities and the freedom to explore in a safe, supportive environment.

Finally, regardless of the age, it is important for early childhood educators to understand that children vary in their learning styles and how they express their approaches to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch. This may be a result of temperament differences between children, or might be related to cultural differences because some cultures affirm the importance of curiosity while others encourage children to be more reserved. If a child's learning behaviors seem to be related to temperament, it is important for teachers and caregivers to know that they cannot force a change in a child's temperament. They can, however, learn to be attuned to these differences and provide support and guidance to children as they need it. The Standards and Indicators included in this domain describe important aspects of approaches to learning that early childhood educators should seek to foster as they work with young children.

Commonly Cited Components of Approaches to Learning:

- Intrinsic motivation to learn
- Interest and joy in learning
- Initiative
- Persistence
- Ability to plan, focus, and control attention
- Flexible problem-solving and inventiveness
- Tolerance for frustration
- Ability to connect and apply past learning to new experiences



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>AL 1.1.0 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>AL 1.1.1 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>AL 1.1.2 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>AL 1.1.3 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>AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.</p> |
| Examples AL 1.1 | <ul style="list-style-type: none"> • bangs rattle to make noise • grasp soft block • mouths soft toy | <ul style="list-style-type: none"> • uses blocks to build a house • stirs cubes with a spoon to bake a cake • talks on the telephone | <ul style="list-style-type: none"> • puts a blanket around the waist to use as an apron • puts a bowl on the head to use as a hat | <ul style="list-style-type: none"> • put blocks together to create a house • combine food items in a pot to make soup • mix paint colors to create a new color | <ul style="list-style-type: none"> • Uses unfamiliar supplies such as pipe cleaners and feathers to create art |
| Indicators AL 1.2 | <p>AL 1.2.0 Demonstrate interest in others (e.g., turn head toward a familiar voice).</p> | <p>AL 1.2.1 Demonstrate interest in their surroundings.</p> | <p>AL 1.2.2 Seek information about familiar objects, people, and experiences.</p> | <p>AL 1.2.3 Seek information about unfamiliar objects, people, and experiences.</p> | <p>AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</p> |
| Examples AL 1.2 | <ul style="list-style-type: none"> • makes sounds or moves the body when another person is near | <ul style="list-style-type: none"> • looks at unfamiliar toys • views fish tank when new fish are | <ul style="list-style-type: none"> • asks "What's that?" and points to the class pet • asks "What's for lunch" when lunchtime is | <ul style="list-style-type: none"> • asks questions about community helpers such as "What does the | <ul style="list-style-type: none"> • ask questions about an upcoming field trip to the aquarium including how they |



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| | <ul style="list-style-type: none"> smiles or gaze at a familiar adult cries when a caretaker or familiar adult leaves the room looks at an older infant banging two toys together and making a loud noise | added for a long time | announced | <ul style="list-style-type: none"> mailman do?" asks about unfamiliar food that is provided for lunch | <p>will get there and what they will see</p> <ul style="list-style-type: none"> discuss new ideas about artwork with a familiar adult asks questions about an unfamiliar topic for the week: ex. butterfly life cycle |
| Indicators AL 1.3 | AL 1.3.0 Meet one's own needs using simple behaviors (e.g., feed oneself finger foods). | AL 1.3.1 Attempt to help with simple tasks and activities. | AL 1.3.2 Demonstrate increasing interest and independence in completing simple tasks. | AL 1.3.3 Complete a variety of simple tasks independently. | AL 1.3.4 Complete multi-step tasks independently. |
| Examples AL 1.3 | <ul style="list-style-type: none"> holds the bottle to drink crawls to get a toy | <ul style="list-style-type: none"> gets shoes and brings them to a familiar adult gets jacket and hands to adult | <ul style="list-style-type: none"> washes hands following picture cues says "I did it!" after putting on shoes and attempting to tie them | <ul style="list-style-type: none"> washes hands with no assistance feeds self using utensils | <ul style="list-style-type: none"> turns jacket from inside out, puts the jacket on, and zips jacket independently completes toileting tasks (undressing, redressing, wiping, flushing, hand washing) |
| Indicators AL 1.4 | AL 1.4.0 Select a particular material, toy, or place of interest to explore on their own. | AL 1.4.1 Express choices and preferences. | AL 1.4.2 Insist on preferences and express dislikes. | | |
| Examples AL 1.4 | <ul style="list-style-type: none"> crawls around the play area when unfamiliar toys are brought out brings rattle in front | <ul style="list-style-type: none"> repeatedly chooses a favorite color sticker When given a choice between two | <ul style="list-style-type: none"> says "No!" when asked if they want to play with the ball refuses the provided snack because they do | | |



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| | <ul style="list-style-type: none">• of face, shakes rattle brings a toy to the mouth | objects such as a ball and blocks, picks one object and plays | <ul style="list-style-type: none">• not like it says "I want red!" when offered blue paper | | |
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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 | AL 2.1.0 Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment. | AL 2.1.1 Focus attention on people, objects, and activities of interest. | AL 2.1.2 Focus attention to complete a short, simple task with adult support. | AL 2.1.3 Maintain focus on activities of interest despite distractions. | AL 2.1.4 Maintain focus on adult-directed activities with adult support. |
| Examples AL 2.1 | <ul style="list-style-type: none"> tracks a familiar adult with eyes as they move around the environment follows an unfamiliar rattle as an adult moves it during a song | <ul style="list-style-type: none"> attends as an adult reads a short story stacks blocks on top of each other over a long period | <ul style="list-style-type: none"> Completes a five-piece puzzle when an adult offers praise such as "good job" while the child is completing puts blocks into a bucket with adult help | <ul style="list-style-type: none"> focuses on completing an art project while others are playing with blocks nearby continues building as others race cars and build their own structures nearby | <ul style="list-style-type: none"> completes teacher-directed drawing while the teacher makes comments throughout the process Extends a pattern using cubes while the adult says "Which one comes next" and gives the choice of two colors |
| Indicators AL 2.2 | AL 2.2.0 Intentionally take action to make things happen (e.g., shake a rattle to make noise). | AL 2.2.1 Repeat self-selected tasks over and over again. | AL 2.2.2 Complete activities of choice from start to finish with adult support. | AL 2.2.3 Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down). | AL 2.2.4 Persist with a challenging task despite interruptions and disruptions. |
| Examples AL 2.2 | <ul style="list-style-type: none"> Shake a rattle to make noise drop a toy on the ground and look for | <ul style="list-style-type: none"> Builds a tower of blocks then knocks it down over and over | <ul style="list-style-type: none"> completes a five-piece puzzle when an adult offers a prompt like "Turn | <ul style="list-style-type: none"> gets a second piece of paper after the first piece tears continues painting | <ul style="list-style-type: none"> works to build a city with blocks over several days completes artwork |



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| | <ul style="list-style-type: none"> it grabs a toy and brings it to the mouth | <ul style="list-style-type: none"> flips through a book from beginning to end, then repeats dumps out a bucket of toys, fills it back up then dumps it out again | <p>that piece" or "The corner piece goes at the top"</p> <ul style="list-style-type: none"> stacks block as an adult says, "One more!" | <ul style="list-style-type: none"> after two colors mix continues coloring after the crayon breaks | <p>over several days by allowing parts to dry and then adding more layers/pieces</p> <ul style="list-style-type: none"> works to complete a large puzzle with other children playing with cars next to them |
| <p>Indicators AL 2.3</p> | | <p>AL 2.3.1 Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap).</p> | <p>AL 2.3.2 Remain actively engaged in activities of interest and protest if interrupted.</p> | <p>AL 2.3.3 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>AL 2.3.4 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> |
| <p>Examples AL 2.3</p> | | <ul style="list-style-type: none"> builds a tower of blocks then smiles and claps cleans up blocks in the correct bin and smiles | <ul style="list-style-type: none"> builds a tower of blocks and cries when another child interrupts becomes distressed when a clean-up song begins while coloring | <ul style="list-style-type: none"> child says "Build a house" then goes to the block center and starts stacking blocks when prompted, the child says "I want to bake a cake" then heads to the dramatic play center and puts items in a bowl | <ul style="list-style-type: none"> child says "I want to draw a card for my mom" and then goes to the art area and does so After drawing a map in the art center, the child says "I want to build my town" then goes to the block center and starts building from their drawing |



Approaches to Learning (AL): Problem Solving

| Standard | AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems. | | | | |
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| 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 3.1 | AL 3.1.0 Interact with objects in a variety of ways and notice the effects of their own actions. | AL 3.1.1 Repeat behaviors to obtain desired results. | AL 3.1.2 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). | AL 3.1.3 Make predictions based on past experiences. | AL 3.1.4 Make predictions and explain reasoning. |
| Examples AL 3.1 | <ul style="list-style-type: none"> shakes rattle then bangs on the floor turns a book multiple ways, brings the book to mouth | <ul style="list-style-type: none"> looks for a favorite book where it usually is signs/says "more" when requesting more food | <ul style="list-style-type: none"> makes marks with a marker then uses a marker to make dots on paper uses a finger to draw on a sand table, then attempts to use a finger to write their name on the water table | <ul style="list-style-type: none"> says "It's going to rain" when looks at a dark cloudy sky says "You have to walk" when entering a new hallway in the building | <ul style="list-style-type: none"> looks at pictures on the cover of the book and says "I think this book will be about a dog because there's a dog with a bone." says "Don't run on the concrete because if you fall it will hurt" then tells a story about falling on concrete |
| Indicators AL 3.2 | AL 3.2.0 Attend to objects and/or activities in the environment. | AL 3.2.1 Observe the ways in which others interact with objects and materials. | AL 3.2.2 Observe and imitate actions of others when attempting to accomplish tasks or solve problems. | AL 3.2.3 Recall and use previously successful strategies to complete tasks. | AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems. |
| Examples AL 3.2 | <ul style="list-style-type: none"> turns head toward a familiar adult who is singing and doing | <ul style="list-style-type: none"> watches familiar adult build a tower with blocks | <ul style="list-style-type: none"> watches a familiar adult read a book, sits down, and | <ul style="list-style-type: none"> holds a cup in one hand while pouring water with the other | <ul style="list-style-type: none"> says "You have to turn it this way" when trying to |



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| | <ul style="list-style-type: none"> finger play turns head toward a familiar adult who enters the room | <ul style="list-style-type: none"> observes an older child using utensils to feed himself | <ul style="list-style-type: none"> imitates reading to another child observes adult brushing hair and attempts to use the brush | <ul style="list-style-type: none"> hand so nothing spills looks at an assortment of pegs and chooses the one that will fit the size hole correctly | <ul style="list-style-type: none"> complete a new puzzle creates a taller building using blocks by making the base larger |
| <p>Indicators AL 3.3</p> | <p>AL 3.3.0 Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs).</p> | <p>AL 3.3.1 Try out one or two strategies to accomplish tasks and solve problems with adult support.</p> | <p>AL 3.3.2 Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.</p> | <p>AL 3.3.3 Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.</p> | <p>AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.</p> |
| <p>Examples AL 3.3</p> | <ul style="list-style-type: none"> rolls over to reach a toy cries to express hunger or discomfort | <ul style="list-style-type: none"> attempts to complete a puzzle while the adult says "Turn this piece " | <ul style="list-style-type: none"> tries different puzzle pieces until finding the piece that fits Rebuilds a tower using a large block on the bottom after adding a large block on top of smaller blocks and watching the tower fall repeatedly | <ul style="list-style-type: none"> completes a simple puzzle w/o support by turning pieces and trying them in different places to make them fit | <ul style="list-style-type: none"> uses words such as first, then, and next when explaining steps to a problem. Says "First my tower kept falling, then I made the bottom bigger so it wouldn't fall" explains how they used cardboard to make the roof of their house in the block center |



STRATEGIES FOR APPROACHES TO LEARNING

Infants

- Recognize that children have their own individual temperament. Provide experiences that are a good match for each baby's temperament.
- Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage movement.
- Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities. Allow the babies to experience challenges but help them before they become too frustrated.
- Comment on their successes as they solve problems: "Eli, you worked hard to pick up that rattle."
- Add interesting toys of different textures that are responsive to the action of the infant such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles.
- Talk with infants about what they are experiencing through their senses. Say, "That towel is wet. Remember when your shirt got wet."
- Encourage creativity rather than imposing limits on how mobile infants use materials.

Toddlers

- Recognize and accept that caring for toddlers with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behaviors and moods.
- Create simple interest areas for toddlers
- Home living with baby dolls, blankets, handbags, caps and shoes.
- Book area with sturdy books and space to sit.
- Art and expressive materials area with easel, thick paints, brushes, large pieces of paper, washable markers.
- Sensory area to include sand and water play with measuring cups, sieves, and sifters.
- Allow children freedom to play with materials with a minimum of adult assistance. As toddlers interact with materials they come to understand concepts and relationships.
- Use language to interact and describe what toddlers are doing. "Yes, Aubrey, the baby is going to sleep and you are patting her back."
- Encourage children to try and figure out how things work by asking questions such as, "I wonder what would happen if you pulled that string?"

3-Year Olds

- Offer choices.
- Make materials available that can be used or combined in a variety of ways.
- Establish procedures, routines, and rules to instill responsibility.
- Structure the day so transitions and distractions are minimized.
- Recognize and plan for children's differences and their diverse ways of learning.
- Watch for and acknowledge increasing complexity in children's play (e.g., "Your tower of blocks became a fire station and now you've built a whole town").
- Offer assistance only after determining a child's need and intent.
- Celebrate perseverance as well as the completed project (e.g., make comments like "You're the kind of person who doesn't give up.>").
- Listen to children and build on their individual ideas and concepts.

4-Year Olds

- Provide items for use in dramatic play that authentically reflect life (e.g., a real firefighter's hat, a real doctor's stethoscope, or an authentic kimono).
- Stock the classroom with materials that appeal to both genders and a full range of learning characteristics, cultures, and ability levels of children.
- Use open-ended and leading questions to explore different interests or to ask children for suggestions (e.g., "How can you make the car go faster?" or "How does the water make the wheel turn at the water table?").
- Set an example by acknowledging one's own "mistakes" and modeling constructive reactions to them.
- Help children think and talk through different approaches to problems.
- Ask probing questions when children are confused to bring them to a greater understanding.



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.

Cognition and general knowledge encompasses children's awareness of their physical and social surroundings, and pertains to the fundamental cognitive mechanisms, skills, and processes that facilitate learning and reasoning across various domains. This includes the development of memory, symbolic thought, reasoning, problem-solving skills, as well as the physical and cognitive development of young children's skills and their aesthetic awareness. It also addresses the ability to learn about complex ideas or events through imitation. This domain includes concepts and skills in four primary content areas: mathematics, science, social studies, and creative arts.



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 | CM 1.1.0 Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand). | CM 1.1.1 Demonstrate interest in simple counting activities. | CM 1.1.2 Rote count to 10 with increasing accuracy. | CM 1.1.3 Rote count to 10 with accuracy. | CM 1.1.4 Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting. |
| Examples CM 1.1 | <ul style="list-style-type: none"> holds a stuffed animal in one hand then reaches for another off the shelf nearby with the other hand gives a toy car to a friend who is holding one in one hand | <ul style="list-style-type: none"> sings along with counting song watches as teacher counts out goldfish during snack time | <ul style="list-style-type: none"> counts along with teacher while playing counts to ten while singing a counting song | <ul style="list-style-type: none"> correctly counts to ten while playing hopscotch correctly counts to ten while showing ten fingers | <ul style="list-style-type: none"> orally counts to 20 during calendar math time hears a friend counting “4, 5, 6” and joins in correctly saying “7, 8” |
| Indicators CM 1.2 | | | CM 1.2.2 Count a small set of objects (2-3) with one-to-one correspondence. | CM 1.2.3 Count up to five objects arranged in a line with one-to-one correspondence. | CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence. |
| Examples CM 1.2 | | | <ul style="list-style-type: none"> points and counts vehicles lined up on a shelf “1, 2, 3 cars” points to flowers and says “1, 2 flowers” | <ul style="list-style-type: none"> counts five crayons placed on the table “1, 2, 3, 4, 5” correctly counts five apple slices | <ul style="list-style-type: none"> counts ten dots on a ten frame accurately counts ten pencils placed in a straight line |



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| <p>Indicators CM 1.3</p> | <p>CM 1.3.0 Indicate they want "more" using gestures, sounds, or looks.</p> | <p>CM 1.3.1 Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.</p> | <p>CM 1.3.2 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.").</p> | <p>CM 1.3.3 Begin to understand that the last number counted represents how many objects are in a group (cardinality).</p> | <p>CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality).</p> |
| <p>Examples CM 1.3</p> | <ul style="list-style-type: none"> looks toward adult and raises cup into the air when cup is almost empty looks toward adult and points at empty plate while eating | <ul style="list-style-type: none"> points to snack plate when it is almost empty and says attempts to say "more, please" looks toward adult when there are no blocks left for child to use and puts hands out to show there are none to play with | <ul style="list-style-type: none"> says "I have two babies" while playing in dramatic play center takes two bears when an adult says "You can play with two of the bears" | <ul style="list-style-type: none"> counts three animals in an illustration then says "I see three cows." looks around the table, counts, then says "Five chairs at the table" | <ul style="list-style-type: none"> says "four friends are not at school today" after looking at welcome chart answers "six books" when adult asks how many books are on the shelf |
| <p>Indicators CM 1.4</p> | | | | <p>CM 1.4.3 Recognize and name the number of items in a small set (up to three) without counting (subitizing).</p> | <p>CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing).</p> |
| <p>Examples CM 1.4</p> | | | | <ul style="list-style-type: none"> says "I have two crayons" while drawing a picture says "two blocks" | <ul style="list-style-type: none"> says "I have five goldfish" while eating a snack says "This table has four chairs" |



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| <p>Indicators CM 1.5</p> | | | | <p>CM 1.5.3 Compare two groups of objects and indicate whether the number of objects in each group is the same or different.</p> | <p>CM 1.5.4 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>Examples CM 1.5</p> | | | | <ul style="list-style-type: none"> • says, “I see two red trucks and two yellow trucks”. • tells a friend, “My block looks like your block” | <ul style="list-style-type: none"> • says “There are more red bears than blue bears.” • tells a friend, “You have less blocks than me” |
| <p>Indicators CM 1.6</p> | | | <p>CM 1.6.2 Recognize a few numerals in the everyday environment.</p> | <p>CM 1.6.3 Identify written numerals 0-5 by name and match each to counted objects.</p> | <p>CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects.</p> |
| <p>Examples CM 1.6</p> | | | <ul style="list-style-type: none"> • points to familiar numerals in the book • holds up two fingers to represent their age • notices numerals around the classroom | <ul style="list-style-type: none"> • says, “there are five fish”. • draws objects to represent the numerals 0-5 • plays a number game using numbers printed | <ul style="list-style-type: none"> • says, “ I have eight blocks”. • Finds the number 8 to match • draws six items on paper with the numeral 6 • plays a number game using numbers printed |



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| Indicators CM 1.7 | | | | | CM 1.7.4 Read and write some numerals up to 10. |
| Examples CM 1.7 | | | | | <ul style="list-style-type: none"> counts 1,2,3,4,5,6,7,8,9,10 writes numerals 3,5, 8, 9 on paper and calls them out |
| Indicators CM 1.8 | | | CM 1.8.2 Identify an object or person as first in a sequence. | CM 1.8.3 Identify the first and often second object or person in a sequence. | CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third). |
| Examples CM 1.8 | | | <ul style="list-style-type: none"> places a single marker lid on each finger's tip puts one hat on head and says, "one hat" | <ul style="list-style-type: none"> points to each bear and counts "1, 2" inserts a single plastic egg into each egg carton slot | <ul style="list-style-type: none"> tells which object is first, second, or third points to plastic ducks and gives the sequential order |



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) |
| Indicators CM 2.1 | CM 2.1.0 Demonstrate awareness of repeating sequences in everyday routines. | CM 2.1.1 Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands). | CM 2.1.2 Recognize and participate in patterns within stories and in songs. | CM 2.1.3 Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square). | CM 2.1.4 Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle). |
| Examples CM 2.1 | <ul style="list-style-type: none"> smiles when hears a familiar welcome song that is played daily waves at familiar adult each time they enter a room | <ul style="list-style-type: none"> reaches for a napkin after washing hands attempts to throw napkin into the trash can after hands are dried attempts to wipe mouth with napkin after eating lunch | <ul style="list-style-type: none"> claps hands, pats knees along with song sings “e, i, e, i, o” while listening to Old McDonald story | <ul style="list-style-type: none"> stomps feet, pats knees, multiple times to mimic familiar song (stomp, pat, stomp, pat) after seeing teacher make a snap cube train of repeating red and blue cubes, child makes the same repeating pattern using snap cubes (red, blue, red, blue) | <ul style="list-style-type: none"> correctly adds cubes to yellow-green,-r ed cube train that was already built puts cars in a row based on size small-medium-large, small-medium-large |
| Indicators CM 2.2 | | | | CM 2.2.3 Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. | CM 2.3.4 Solve simple addition and subtraction problems by using concrete objects or |



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| | | | | <p>Three are red, and one is blue.).</p> | <p>fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).</p> |
| <p>Examples CM 2.2</p> | | | | <ul style="list-style-type: none"> • makes a pile of links and tells a friend “Two links are yellow and one is green. I have three links” • says “I have six shapes.” Puts three shapes in front of another child then says “You have three circles and I have three squares” | <ul style="list-style-type: none"> • listens to “Five Little Monkeys Jumping on the Bed” read aloud and uses fingers to determine how many monkeys are left on the bed after one falls off. • the adult says “You have three carrots on your plate, I am adding one more. How many do you have now?” Child says “4 carrot sticks” |



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 | | CM 3.1.1 Match two objects based on one observable feature. | CM 3.1.2 Group objects by one physical characteristic (attribute) (e.g., color, size, shape). | CM 3.1.3 Sort objects into two or more groups based on one physical characteristic (attribute). | CM 3.1.4 Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support. |
| Examples CM 3.1 | | <ul style="list-style-type: none"> puts two blue stuffed animals next to each other while playing puts two shoes together | <ul style="list-style-type: none"> puts all of the blue blocks in a pile while playing makes a pile of circles while playing with a wooden shape toy | <ul style="list-style-type: none"> makes a pile of red fruit snacks and blue fruit snacks while eating snack makes a set of small bear manipulatives and a pile of large bear manipulatives | <ul style="list-style-type: none"> sorts attribute blocks into two piles; one red pile and one yellow pile, then resorts and says “These shapes are bigger and these are smaller” sort sticks into two piles and says “These are long and these are short.” Sorts them again and says these are wide and these are skinny” |
| Indicators CM 3.2 | | CM 3.2.1 Explore objects of different sizes and weights. | CM 3.2.2 Make simple comparisons between two objects using measurable attributes | CM 3.2.3 Describe objects using measurable attributes (e.g., tall/short, big/little, | CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., |



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| | | | (e.g., length, height, weight). | heavy/light). | long, longer, longest). |
|------------------------------|--|---|--|--|---|
| Examples CM 3.2 | | <ul style="list-style-type: none"> plays with blocks of various sizes, attempts to stack them lifts sponges of different sizes filled with water, squeezes water out of sponges | <ul style="list-style-type: none"> points to a taller tower when asked “Which one is taller?” hold two different sized rocks in hands and hold up the heavier rock when asked “Which rock is heavier?” | <ul style="list-style-type: none"> stands next to a chair and says “I’m taller than this chair” says “It’s is too little” when friend tries to sit in a high chair made for baby dolls | <ul style="list-style-type: none"> connects snap cubes and makes three different length trains. Puts them in order and says “this one is long, that one is longer, this is the longest” while pointing to each stacks blocks on top of each other to make three towers and says “this one is tall, this one is taller, and that is the tallest” |
| Indicators CM 3.3 | | | | | CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight). |
| Examples CM 3.3 | | | | | <ul style="list-style-type: none"> puts a set of snap cubes towers in order shortest to tallest uses a balance scale to determine which rock is heavier and which is lighter |



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| Indicators CM 3.4 | | | | | CM 3.4.4 Describe the purpose of simple measurement tools. |
| Examples CM 3.4 | | | | | <ul style="list-style-type: none"> ● says “I’m using the ruler to see how long the stick is” ● puts buttons onto a balance scale and says “The scale goes down because this side is heavier” ● says “I’m standing on the scale to see how much I weigh” |
| Indicators CM 3.5 | | | | | CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support. |
| Examples CM 3.5 | | | | | <ul style="list-style-type: none"> ● uses several paper clips to measure the length of a table then says “The table is 20 paper clips long.” ● stacks blocks to build a tower then measures the tower using snap cubes |



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 | CM 4.1.0 Explore various shapes through play. | CM 4.1.1 Explore the way shapes and objects fit together through play. | CM 4.1.2 Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation. | CM 4.1.3 Match a wider variety of shapes with different sizes and orientations. | |
| Examples CM 4.1 | <ul style="list-style-type: none"> shakes a circle shaped rattle flips through a soft book with different shapes on each page | <ul style="list-style-type: none"> put shapes into a shape sorting toy while playing tries to put pieces into simple wooden puzzles | <ul style="list-style-type: none"> puts a square into the correct spot on a wooden shape puzzle stacks same shapes on top of each other while playing | <ul style="list-style-type: none"> turns shape puzzle pieces to fit them correctly into a puzzle draws a circle then places a circle shae block on top of it then says “They are the same” | |
| Indicators CM 4.2 | | | | CM 4.2.3 Recognize basic shapes (e.g., circle, square, typical triangle). | CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation. |
| Examples CM 4.2 | | | | <ul style="list-style-type: none"> points to a circle on a book page when asked “Where is the circle?” points to a square portion on the lunch tray when asked “Do you see a square on your tray?” | <ul style="list-style-type: none"> picks up a plate while playing and says “It’s a circle.” points to a yield sign and says “Look, a triangle!” |



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| <p>Indicators CM 4.3</p> | | | | | <p>CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).</p> |
| <p>Examples CM 4.3</p> | | | | | <ul style="list-style-type: none"> • creates a square with sticks and says “It’s a square, it has four, equal sides” • while playing with a ball outside, says to a friend, “This ball rolls. It’s like a sphere” |
| <p>Indicators CM 4.4</p> | | | | <p>CM 4.4.3 Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).</p> | <p>CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).</p> |
| <p>Examples CM 4.4</p> | | | | <ul style="list-style-type: none"> • uses different shaped blocks to create a castle • uses tangram blocks to create a house | <ul style="list-style-type: none"> • uses crayons to make a square shape • uses toothpicks to create a triangle • uses sticks to build a rectangle while playing outside |



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| Indicators CM 4.5 | CM 4.5.0 Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination). | CM 4.5.1 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). | CM 4.5.2 Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down). | CM 4.5.3 Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to). | CM 4.5.4 Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind). |
|------------------------------------|--|---|--|---|---|
| Examples CM 4.5 | <ul style="list-style-type: none"> • crawls around a piece of furniture • crawls toward familiar adult | <ul style="list-style-type: none"> • attempts to put items into mystery box • puts small balls into larger container | <ul style="list-style-type: none"> • hands a toy to an adult when the adult says “Put it in my hand, please.” • place the block on the shelf when the adult says, “Please put the block on the shelf.” • climbs down from outdoor toys when asked, “Do you want to get down?” | <ul style="list-style-type: none"> • stands behind another child when told to wait behind the child for a turn on the slide • place a baby doll in the correct position when told to “Put the baby doll beside the high chair.” | <ul style="list-style-type: none"> • returns toys to the correct place when told “The vehicles belong on the shelf above the blocks.” • a child is able to find a toy he is looking for when the teacher says, “Look near the bookshelf”. |



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) |
| Indicators CS 1.1 | CS 1.1.0 Demonstrate interest in objects, materials, people and/or their environment using their senses. | CS 1.1.1 Observe and explore the immediate environment using their senses. | CS 1.1.2 Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools. | CS 1.1.3 Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools. | CS 1.1.4 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. |
| Examples CS 1.1 | <ul style="list-style-type: none"> looks at self in mirror bangs objects together to make sound | <ul style="list-style-type: none"> pushes a toy vehicle down a ramp to make it move faster drops toys into water table and observes what happens | <ul style="list-style-type: none"> flips light switch up and down and watches as light goes on and off when going outside, stops, looks at a familiar adult and says “Jacket?” remembering that it was cold on the walk to school | <ul style="list-style-type: none"> notice the leaves have fallen off the branches of a tree, point to the tree and ask “What happened?” explores how magnets connect to each other with magnetic tiles and asks “Why do they stick together?” asks why the wooden blocks do not stick to the magnetic tiles while playing | <ul style="list-style-type: none"> observes an ice cube melting outside and asks “Why is it turning into water?” sees leaves falling off of a tree and says “I think the wind is making the leaves fall off the tree” |



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| <p>Indicators CS 1.2</p> | | <p>CS 1.2.1 Actively experiment with and explore the physical properties of objects and substances.</p> | <p>CS 1.2.2 Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.</p> | <p>CS 1.2.3 Participates in simple scientific investigations.</p> | <p>CS 1.2.4 Conduct scientific investigations and simple experiments.</p> |
| <p>Examples CS 1.2</p> | | <ul style="list-style-type: none"> • plays with ice cubes and water in water table • grabs at a toy boat floating in water table | <ul style="list-style-type: none"> • adds water to dirt and stirs to make mud • pours water from one size container to a different size container | <ul style="list-style-type: none"> • squeezes water from a sponge into a bucket multiple times until bucket is filled with water • helps to plant a seed and observes as it grows and changes each day | <ul style="list-style-type: none"> • participates in oil and water mixing experiment, makes predictions, observes, and discusses results with peers and familiar adult • participates in baking soda volcano experiment, makes predictions, observes, and discusses results with peers and familiar adult |
| <p>Indicators CS 1.3</p> | | <p>CS 1.3.1 Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world.</p> | <p>CS 1.3.2 Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.</p> | <p>CS 1.3.3 Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings).</p> | <p>CS 1.3.4 Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).</p> |



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| <p>Examples CS 1.3</p> | | <ul style="list-style-type: none">• makes “ooooh” noise while exploring• eyes widen after hearing the loud rumble of thunder | <ul style="list-style-type: none">• says “It’s mud” while mixing dirt and water• says “filled it up” while pouring water from one container to another | <ul style="list-style-type: none">• draws a picture to show what flower looks like once planted seed has fully grown• says to a peer “The seed grew into a flower” | <ul style="list-style-type: none">• draws multiple pictures to show what happens when a variety of substances are mixed with water• explains results of an experiment to a peer by saying “The oil and water did not mix. The oil went to the top” |
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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 | CSS 1.1.0 Demonstrate anticipation of events in daily routines and activities. | CSS 1.1.1 Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues. | CSS 1.1.2 Respond (positively or negatively) to changes in routines or schedules. | CSS 1.1.3 Recall the sequence of daily routines, events, and/or activities that happened at an earlier time. | CSS 1.1.4 Communicate events, activities, and people from the past. |
| Examples CSS 1.1 | <ul style="list-style-type: none"> opens mouth when food or bottle is placed near lays in crib and closes eyes for nap time | <ul style="list-style-type: none"> attempts to say “outside?” to familiar adult after lunchtime holds out hands to wash before snack time | <ul style="list-style-type: none"> smiles at a community helper visitor who has come to present to the class during whole group time cries when familiar adult does is not present at school that day | <ul style="list-style-type: none"> asks a peer “Remember when the fire truck visited our school?” tells a peer “We listen to a story after we eat breakfast” moves arrow on daily schedule display to show it’s time to eat lunch | <ul style="list-style-type: none"> says “I remember when I went to the dentist to clean my teeth. It hurt a little but I was brave” contributes relevant information to a conversation with a familiar adult by saying “I went to the store with my family. We bought some groceries. Then we went back home in our car” |
| | | | CSS 1.3.2 Recognize familiar landmarks, signs and buildings in one’s neighborhood/ community. | CSS 1.3.3 Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community. | CSS 1.3.4 Identify familiar landmarks in their community (e.g., fire station, post office). |



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| <p>Examples CSS 1.2</p> | | | <ul style="list-style-type: none"> • points to school building and says “my school” when passing nearby • points to the local grocery store and asks “Go shopping?” | <ul style="list-style-type: none"> • tells a familiar adult “My house is by the grocery store” • says “I ate there with my family. It’s close to my house.” when playing with blocks that are labeled with familiar restaurant photographs/signs | <ul style="list-style-type: none"> • points to the fire station and says “That’s where the firefighters work. It’s called the fire station” • points and names police station when passing by and when shown a photograph |
| <p>Indicators CSS 1.3</p> | | | | | <p>CSS 1.3.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.</p> |
| <p>Examples CSS 1.3</p> | | | | | <ul style="list-style-type: none"> • draws a map of the classroom for a new classmate • explains to a friend how to get to the cafeteria by saying “ We will walk past the library then we will see the cafeteria.” |



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 | CSS 2.1.0 Demonstrate a preference for familiar versus new individuals. | CSS 2.1.1 Distinguish between familiar and new individuals. | CSS 2.1.2 Identify known people in pictures. | CSS 2.1.3 Communicate information about their family and community. | CSS 2.1.4 Describe familiar elements of one's family, community, and traditions. |
| Examples CSS 2.1 | <ul style="list-style-type: none"> says, “Dada” or “Mama” when their parents come to get them reaches for (mother, father, teacher, grandparent, or etc. | <ul style="list-style-type: none"> moves toward family members by crawling, walking, etc. cries when picked up by unfamiliar person | <ul style="list-style-type: none"> points to a picture of his sister Susie and says “Su” recognizes family pictures with motions and names | <ul style="list-style-type: none"> says, “ I live with Mama and Meme (grandmother)” Tells of those in his immediate family | <ul style="list-style-type: none"> reads stories about other family setups and makes comparisons to his own Says, “My mommy works in the city” |
| Indicators CSS 2.2 | | | CSS 2.2.2 Carry out some routines and responsibilities in the classroom with adult support and guidance. | CSS 2.2.3 Carry out routines and responsibilities in the classroom with prompting from adults. | CSS 2.2.4 Identify responsibilities of self and others in school, home, and community. |
| Examples CSS 2.2 | | | <ul style="list-style-type: none"> puts jacket in cubby upon arrival with guidance takes nap mat out of cubby with adult support when it is nap time | <ul style="list-style-type: none"> cleans up toys when the teacher plays the clean up song walks to the rug when the teacher tells | <ul style="list-style-type: none"> throws away trash when finished eating puts away materials when finished playing |



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| | | | | <p>them it is time for story time on the rug</p> | |
| <p>Indicators CSS 2.3</p> | | | <p>CSS 2.3.2 Identify self as a member of a group (e.g., a member of a class, a member of a family).</p> | <p>CSS 2.3.3 Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).</p> | <p>CSS 2.3.4 Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).</p> |
| <p>Examples CSS 2.2</p> | | | <ul style="list-style-type: none"> notices another child's red shoes and says, "Jamie shoes red" says, "Amber's hair is brown like mines" | <ul style="list-style-type: none"> engages in creative activities that honor the unique characteristics of every child, such creating handprints, and remarks, "Your eyes are brown like mine" finds similarities between oneself and multicultural toys, books, or other materials that represent a range of ages, abilities, genders and ethnicities | <ul style="list-style-type: none"> Says, "I am on the green soccer team with Max!" Says, "My school is XYZ Academy" |



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 | CCA 1.1.0 Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds. | CCA 1.1.1 Move body in response to the beat and tempo of music and/or rhythmic sounds. | CCA 1.1.2 Move body to imitate the beat and tempo of music. | CCA 1.1.3 Move body with creativity to imitate the beat and tempo of music of different genres. | CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness. |
| Examples CCA 1.1 | <ul style="list-style-type: none"> claps hands while listening to a familiar nursery rhyme smiles, coos, and shakes head while listening to a familiar song | <ul style="list-style-type: none"> taps along on small drum while listening to music sways body while familiar adult plays a guitar | <ul style="list-style-type: none"> claps and stomps along with song moving faster and slower as tempo of song changes jumps to mimic beat of a song | <ul style="list-style-type: none"> decides on movements to match words of different types of songs creates a dance to go along with a new song | <ul style="list-style-type: none"> creates a new words to a go along with a familiar tune and assigns actions to go along with the song moves to music without bumping into things around him |
| Indicators CCA 1.2 | CCA 1.2.0 Make sounds and/or music using their bodies, toys, or small, shaker-type instruments. | CCA 1.2.1 Imitate sounds and/or music using their bodies and/or small instruments. | CCA 1.2.2 Imitate sounds and/or music using their bodies, instruments, and/or voice. | CCA 1.2.3 Create music using their bodies, instruments, and/or voice. | CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), |



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| | | | | | rhythm (beat), tempo (speed), and volume. |
| Examples CCA 1.2 | <ul style="list-style-type: none">reaches for a rattle and attempts to shaketakes turns with a familiar adult making sounds with mouthattempts to clap hands together | <ul style="list-style-type: none">shakes a tambourine to mimic sounds in a songclaps along with words in a song | <ul style="list-style-type: none">adjusts voice to match pitch (high, low) while singing along with familiar songstomps each time a drum is heard in a song | <ul style="list-style-type: none">plays a variety of children's instruments to make a new songuses a toy microphone to sing a song | <ul style="list-style-type: none">uses rhythm sticks to tap along to the beat of a songfollows along and plays hand bells or boomwhackers to match various notes in a song |



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 | CCA 2.1.0 Attend to visual stimuli (e.g., objects with contrasting colors; textured prints). | CCA 2.1.1 Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing. | CCA 2.1.2 Observe and respond to visual art by communicating a preference. | CCA 2.1.3 Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about. | CCA 2.1.4 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). |
| Examples CCA 2.1 | <ul style="list-style-type: none"> looks at pages of a book as familiar adult reads rubs hand along a textured toy | <ul style="list-style-type: none"> touches and explores sensory pieces of a puzzle with fingers and hands points at art and attempts to say “look!” | <ul style="list-style-type: none"> points and attempts to say “that one” when asked which illustration they like best in a story chooses a favorite color when asked | <ul style="list-style-type: none"> after reading an Eric Carle book, says “It looks like he painted the pictures.” identifies what they like about a piece of art by saying “It’s so colorful!” | <ul style="list-style-type: none"> says “I see straight lines and curved lines in the painting” says “This picture is dark, it makes me feel sad” |
| Indicators CCA 2.2 | | CCA 2.2.1 Explore a variety of materials to create visual art. | CCA 2.2.2 Explore a variety of materials and tools to create visual art. | CCA 2.2.3 Explore a variety of materials, tools, and techniques to create artistic works. | CCA 2.2.4 Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge. |



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| <p>Examples CCA 2.2</p> | | <ul style="list-style-type: none">• attempts to mold play dough into familiar shape/object• mixes colors of playdoh, creating a new shade | <ul style="list-style-type: none">• choose a favorite color crayon and attempts to draw a familiar object• decides to switch between crayons and markers while creating | <ul style="list-style-type: none">• switches between fingers and varied types of paint brushes while painting• uses a variety of tools to paint and create (paper towel roll to create circles, sponges to make varied prints, wheels of a toy car to make lines, etc) | <ul style="list-style-type: none">• attempts to create a collage using a variety of supplies after learning about collage artists then explains what he created• forms playdough into a sculpture of a person then describes the features |
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Creative Arts (CCA): Dramatic Play

| Standard | CCA 3: Children engage in multiple and varied forms of dramatic play. | | | | |
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| 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 3.1 | CCA 3.1.0 Imitate behaviors, such as sounds, facial expressions, and gestures, of others. | CCA 3.1.1 Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone). | CCA 3.1.2 Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people). | CCA 3.1.3 Engage in dramatic play that includes both real-life and fantasy experiences. | CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity. |
| Examples CCA 3.1 | <ul style="list-style-type: none"> smiles back at familiar adult responds to a silly sound with a laugh takes turns sticking tongue out and blowing “raspberries” with familiar adult | <ul style="list-style-type: none"> holds toy phone up to ear and babbles holds and rocks baby doll covers baby doll with blanket | <ul style="list-style-type: none"> pretends to be a chef in a restaurant by stirring toy pot on pretend stove puts on construction hat while building with blocks | <ul style="list-style-type: none"> pretends to be a pirate on a pirate ship, communicates with peers about finding treasure, uses a box to represent treasure chest pretends to be shopping at a grocery store then pretends to be the cashier at a store | <ul style="list-style-type: none"> dresses in construction vest, hat, and tool belt and uses toy tools to build a bridge dresses in fire fighter equipment and uses a walkie talkie to communicate with peer about an emergency phone call |
| Indicators CCA 3.2 | CCA 3.2.0 Respond to volume in tones and inflection. | CCA 3.2.1 Experiment with voice inflection during play. | CCA 3.2.2 Imitate and repeat voice inflections, such as character or animal sounds. | CCA 3.2.3 Create various voice inflections and facial expressions in play. | CCA 3.2.4 Represent a character by using voice inflections and facial expressions. |



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| <p>Examples CCA 3.2</p> | <ul style="list-style-type: none"> calms himself down when familiar adults talks in soothing tone reaches for ears when hearing a loud sound | <ul style="list-style-type: none"> uses a louder voice when calling for familiar adult who is further away from him makes softer sounds when attempting to communicate with peer who is sitting close by | <ul style="list-style-type: none"> repeats animal sounds when singing Old McDonald Had A Farm participates in read aloud by imitating teacher using different tones of voice during Goldilocks and the Three Bears | <ul style="list-style-type: none"> demonstrates as excited expression when pretending to blow out candles on a birthday cake uses animal puppets during play, changes voice for each animal | <ul style="list-style-type: none"> acts out the story of The Three Little Pigs, demonstrates a scared face when pretending to be little pig running away from the wolf uses retelling mask props to tell the story of Little Red Riding Hood, changes voice for each character in the story |
| <p>Indicators CCA 3.3</p> | | | <p>CCA 3.3.2 Use props and pretend to be someone other than themselves.</p> | <p>CCA 3.3.3 Engage in play experiences that involve roles with the use of props and costumes.</p> | <p>CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).</p> |
| <p>Examples CCA 3.3</p> | | | <ul style="list-style-type: none"> puts on a stethoscope and pretends to listen to a peers heart puts on a construction hat while building with blocks | <ul style="list-style-type: none"> takes turns with cash register toy pretending to be the cashier and then the customer pretends to cook food for a peer then sits down and waits while a peer pretends to cook | <ul style="list-style-type: none"> asks a peer “Can I take your order?” while pretending to be at a restaurant, hands a peer a menu, then engages in several exchanges about the food on the menu, turns and pretends to cook |



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| | | | | | <p>what the peer has ordered</p> <ul style="list-style-type: none">• pretends to be a building inspector while building in block center, asks questions like “What kind of building is this? Does it have windows and doors?” while using a building checklist with words and images |
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Infants

- Take and use photos of each child. Involve them in making a photo album to place in the library or home living area. Use photos on bulletin boards that are placed at child's eye level.
- Add realistic daily life props to the environment (e.g., dolls, simple doll clothing, blankets, telephones, and simple dress-up clothes).
- Include family photos in a variety of ways. Compile a scrapbook or photo album of family members and of family celebrations, for example.
- Include opportunities for children to know they are valued members of the total group in your care. For example, sing songs and play games that include each child's name. Sing "Where is Colton? Where is Colton?" to the tune of "Where Is Thumbkin?"
- Provide opportunities for children to explore their environment indoors and outdoors.
- Learn as much as you can about the cultures of the families in your program. Provide books, pictures, toys, music, etc. that are familiar to children. This brings their cultures into the play area in positive ways.

Toddlers

- Share books with toddlers that support attachment to family such as *Ten, Nine, Eight* by Molly Bang and *Runaway Bunny* by Margaret Wise Brown.
- Talk about the specific roles of family members, such as grandmother takes care of the baby at night or big brother helps with getting dressed.
- Take children for walks around the neighborhood. Use this as an opportunity to point out landmarks and signs in the environment.
- Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
- Talk with children about the work places that parents go after they drop off children.
- Include a variety of workplace props in the dramatic play area.
- Model the use of words to express a need. Offer the appropriate response to problems or conflicts, such as, "Ask Hudson if you can use the truck."

3-Year-Olds

- Invite family members to participate in school or classroom events.
- Talk about similarities and differences in terms of dress, food, transportation, etc. as seen in books and pictures.
- Talk about similarities and differences that are represented by the children in your classroom.
- Read books and talk about community workers and their jobs.
- Cultivate a school garden where children can plant seeds and see how plants grow and change over time.
- Take pictures of things that change over time and display them in the classroom (e.g., seeds growing into a flower).
- Include materials in the dramatic play area that will encourage children to pretend that they are a community worker (e.g., fireman's hat or postal workers mailbag) or that they run a business (e.g., play money and grocery bags).
- Share children's pleasure in learning and discovering new things through daily routines and their play, both indoors and outdoors. Take children to community events and places (e.g., parks, playgrounds, petting zoo, farmer's market, and library) to learn about the world.

4-Year-Olds

- Involve children's families in every aspect of the program so that children can observe and learn about other people's personal characteristics, experiences, and cultures.
- Demonstrate respect for various cultures and languages. Make sure that children's home languages and cultures are reflected in books, signs, and learning experiences.
- Write class books about children's families, their homes, their mealtimes, their pets, and other aspects of their lives. Discuss what is the same and different about the children's families.
- Engage children in long-term projects or a study of their community. Begin with children describing what they already know and then identifying what questions they have and ways to find answers.
- Take trips, invite visitors, make observations, gather and record data about what they learn.
- Use various media (e.g., blocks, clay, drawings, or photos) to represent and map the classroom, center, neighborhood, or community.



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.

The Language and Literacy domain includes children's listening, speaking, writing, thinking, and reading development. These skills are critical to children's success in school, as well as their success later in life. Although children continue to develop language and literacy skills throughout their lives, what they learn in the early years establishes the foundation for later language, reading, and writing skills. Young children who have rich language and literacy experiences early in life are less likely to have later difficulties learning to read.

Speaking and Listening

Children enter the world with the capacity to communicate. Before babies utter their first words, they are preparing to use language in many ways. As children grow and change, however, their communication needs change as well. Communicating with a preschooler is very different from communicating with a toddler or an infant. Infants and toddlers are learning the basics of communication and how important it is. Preschoolers are well on the way to becoming fluent communicators. They have learned a great deal about the purposes and conventions of communication. It's important for adults to support these changes so that children can continue to grow as skillful communicators. Singing songs and reciting simple nursery rhymes are one way to promote children's language development. They help to give children a sense of the natural rhythm of the language and its sentence patterns. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Some studies have linked the



number of words a child hears before the age of four to future academic achievement. The more often parents and caregivers talk to their children in everyday situations, the more opportunities children have to learn new words and practice their communication skills.

Reading

Reading begins long before children can pick up a book and read it to you. When a baby turns his or her head to the sound of a parent's voice, he/she is beginning to pay attention to language, language that will later be read from print. As children grow, their literacy related behaviors grow and change as well. Behaviors that foreshadow independent reading begin very early. For example, babies as young as 7 – 10 months may coo and babble while pointing at pictures in a book – this is a sign that they are interested in the book. As children move into the toddler or early preschool years, other reading-like behaviors begin to develop. These behaviors may include pretending to read or “reading” environmental print, such as a logo that they are familiar with. Later, the child may “read” a book by retelling a familiar story and, especially as he or she approaches preschool age, may sit for longer periods of time and pretend to read a book independently. This is an exciting sign that he or she is beginning to understand what reading is about. It is a step forward on the road to literacy.

Writing

When we think about early literacy, most often what comes to mind is reading. However, writing is an important part of early literacy as well. Learning to read and learning to write are both important literacy processes, and they support each other – children with strong writing skills often have strong reading skills and vice versa. Writing, as with other accomplishments of young children, develops in stages that are a part of the normal development of writing ability. Children become competent writers as they move through these stages:

- **Stage 1 - Random Scribbling: (2-and 3-year olds)** Children make marks on paper with little muscular control.
- **Stage 2 - Controlled Scribbling: (3-year-olds)** Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.
- **Stage 3 - Letter-like Forms: (3-and 4-year-olds)** Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly. They pretend they are writing; in their work they separate writing from drawing. They have purpose in their letter-like forms.
- **Stage 4 - Letter and Symbol Relationship: (4-year-olds)** Children write letters to represent words and syllables. They can write their names. They recognize the word that represents their name. They can copy words, but often reverse one or more of the letters they are copying.
- **Stage 5 - Invented Spelling: (4-and 5-year olds)** Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.
- **Stage 6 - Standard Spelling: (5-, 6-, and 7-year-olds)** Most of the words the children use are written correctly; some children add punctuation. They organize their words in lines with spaces between the words; they move from left-to-right, and from the top of the page to the bottom. Adapted from: *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald.

English Language Learners (ELL)

Children whose families speak a different language in the home learn language similarly to English-speaking children, but may face some unique challenges as we try to help them learn skills needed to communicate successfully in school. As the United States becomes increasingly diverse, more and more educators must find a way to integrate children whose first language is not English into their classrooms. “English language learners” means that children are working to learn a second language (English) while continuing to develop their first (or home) language. It is important for early childhood



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educators to recognize the need for children and families to maintain their home language and culture, while beginning to acquire the language of the learning environment. Children's ability to acquire a second language is influenced by many factors including the extent to which the child is exposed to the new language; the child's temperament; and the child's need and/or opportunity to use the language to communicate. Research indicates that there are four stages of development through which a child progresses in learning a second language:

1. Uses home language in second language setting
2. Relies on non-verbal communication (e.g., gestures, facial expressions)
3. Begins to use telegraphic (two-word sentence that conveys an action or possession such as "get milk" or "mommy's tummy") and formulaic speech (refers to a phrase that the child may use without completely understanding its function such as "gimme cookie")
4. Achieves productive language use (that is, the child begins to construct his/her own phrases and sentences in the new language)

It can take years for children to reach the productive language use stage, and it is essential that both children's language development in their home language and their language development in English be supported for them to make progress in this domain as well as the other domains described in these Standards.

In summary, it is difficult to separate language and communication from early literacy skills because they are so intertwined with one another. An environment with many conversations and one where books, stories, writing activities, songs, rhymes and fingerplays are enjoyed many times during the day lays the foundation for both language and literacy skills and for later school success. Therefore, each of the Standards and Indicators described in this document is important for children's progress.



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 | LD 1.1.0 Recognize more than one tone of voice in adults and respond with body movement and sounds. | LD 1.1.1 Respond to facial expressions, tone of voice, and some words that communicate basic feelings. | LD 1.1.2 Respond to facial expressions, tone of voice, and words that communicate a variety of feelings. | | |
| Examples LD 1.1 | <ul style="list-style-type: none"> turns face toward a familiar adult who is singing moves arms and smiles during a diaper change as a familiar adult talks to them cries when hearing harsh sound or voice | <ul style="list-style-type: none"> stops and faces a familiar adult when a change in tone of voice is noticed begins crying when an older child screams | <ul style="list-style-type: none"> says "It's ok" when another child says "I'm scared" drops the toy when another child yells "Stop!" hugs a child who is crying | | |
| Indicators LD 1.2 | LD 1.2.0 Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them. | LD 1.2.1 Respond to speech and other communication directed at them. | LD 1.2.2 Respond to speech and other communication directed at them. | LD 1.2.3 Respond to speech and other communication directed at them. | LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas. |
| Examples LD 1.2 | <ul style="list-style-type: none"> gazes at familiar adults talking nearby turns head when a loud crash is heard on the other side of the room | <ul style="list-style-type: none"> finds a truck in a bin when instructed waves in response to a familiar adult saying "Bye-bye" and waving | <ul style="list-style-type: none"> grabs a blanket when a familiar adult says "Where's your blankie?" opens mouth in response to an adult saying "Open wide" | <ul style="list-style-type: none"> finds favorite animal on a poster when asked says first name when asked "What's your name" says "Thank you" | <ul style="list-style-type: none"> answer appropriately when asked, "How do you think the car would move if it had square wheels?" responds with appropriate |



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| | | | | when a familiar adult says "It looks like you worked really hard on that!" | suggestions when a classmate asks how to build their bock tower so that it will not fall down" |
| Indicators LD 1.3 | LD 1.3.0 Respond or show excitement upon hearing familiar words. | LD 1.3.1 Respond appropriately to familiar words, signs, and/or songs. | LD 1.3.2 Demonstrate understanding of descriptive words through conversations and actions. | LD 1.3.3 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. | LD 1.3.4 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. |
| Examples LD 1.3 | <ul style="list-style-type: none"> smiles and/or coos when an adult says "Time to eat!" moves arms and kicks legs when a familiar adult calls name turns head toward familiar adult in response to own name | <ul style="list-style-type: none"> signs "Yes" when a familiar adult signs "eat" touches head, shoulders, knees, and toes while listening to song | <ul style="list-style-type: none"> child starts walking on tiptoes when an adult asks them to be "Quiet like a mouse" child alternates between running fast and walking slow when they | <ul style="list-style-type: none"> says "I think it's a cow" when the teacher asks what a mammal is and has students look at pictures in the book | <ul style="list-style-type: none"> plays a "hot/Cold" game by giving and following directions with hot and cold the student discusses which items might sink or float in the science center and explains their reasoning |



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| <p>Indicators LD 1.4</p> | <p>LD 1.4.0 Respond to simple requests accompanied by gestures or tone of voice.</p> | <p>LD 1.4.1 Follow simple directions, especially if accompanied by gestures.</p> | <p>LD 1.4.2 Follow one or two-step directions with few gestures.</p> | <p>LD 1.4.3 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).</p> | <p>LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top.")</p> |
| <p>Examples LD 1.4</p> | <ul style="list-style-type: none"> • waves at a familiar adult when a familiar adult says "Wave bye bye" • opens mouth when an adult says "Open wide" | <ul style="list-style-type: none"> • crawls or walks to the table when an adult says "Go to the table" • drops toy when a familiar adult says "Put it down" | <ul style="list-style-type: none"> • throws trash in trash can upon adult request with a gesture • imitates adult's actions as they say "Take off shoes and put them in cubby" | <ul style="list-style-type: none"> • follows through with adult verbal direction to take off shoes and put them in a cubby • follows verbal directions and visuals of cleaning up the area, throwing away the trash, then putting the plate in the sink | <ul style="list-style-type: none"> • completes hand washing sequence when an adult says "wash your hands" with no visual or adult support • completes a sequence of tasks such as when an adult says "Put the toys in the bin, pick up the bin on the shelf, and sit on the carpet when finished" |



Language Development: Expressive Communication

| Standard | LD 2: Communicate with others to express self. | | | | |
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| 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 2.1 | LD 2.1.0 Experiment with making sounds. (e.g., engage in babbling). | LD 2.1.1 Communicate through word-like sounds, some words, and some simple phrases. | LD 2.1.2 Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store"). | LD 2.1.3 Communicate using simple sentences. | LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases. |
| Examples LD 2.1 | <ul style="list-style-type: none"> • makes consonant and vowel sounds such as ma ma ma or ba ba ba while a familiar adult is singing • screeches when a familiar adult speaks to them | <ul style="list-style-type: none"> • says "More" while eating to request more snack • says "Go bye-bye" to indicate that they want to leave • says "keen up" when a clean-up song comes on | <ul style="list-style-type: none"> • says "Daddy at work" • says "he runned away" • says "Gimme it!" to request a toy | <ul style="list-style-type: none"> • says "I want the car" when another child reaches for the same toy • says "I need to go potty!" to indicate the need to use the toilet | <ul style="list-style-type: none"> • says "I want the red car" when picking cars with another child • says "I want cereal and milk for breakfast and I want chocolate chip muffins for snack" |
| Indicators LD 2.2 | LD 2.2.0 Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions. | LD 2.2.1 Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication. | LD 2.2.2 Communicate requests and describe familiar people and objects using verbal and non-verbal communication. | LD 2.2.3 Communicate ideas, describe activities, and negotiate social interactions using verbal communication. | LD 2.2.4 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 |



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| | | | | | message is not understood. |
| <p>Examples LD 2.2</p> | <ul style="list-style-type: none"> cries differently when wet, hungry, or needing comfort uses different sounds to express contentment: coos, gurgles, laughs smiles when approached by a familiar person uses tongue to push food out that she doesn't like | <ul style="list-style-type: none"> says "eat" when seeing food being brought in for lunch signs and/or says "more" while eating breakfast to request more milk cries when another child takes a toy reaches up arms and says (an approximation of) "up" when wants to be picked up | <ul style="list-style-type: none"> reaches up arms and says "an approximation of "up" when requesting to be picked up says "More milk" to request more milk during breakfast | <ul style="list-style-type: none"> says "Let's build a city!" in the block center says "I'll go first" when trying to go down the slide at the same time as another child | <ul style="list-style-type: none"> says "I want that one" then clarifies "The one with the blue icing" when choosing a cupcake describes a pet dog at home by saying "My dog's name is Fred. He is brown with three big white spots and he likes to run fast when he chases squirrels in our yard" |
| <p>Indicators LD 2.3</p> | | <p>LD 2.3.1 Respond to simple statements and questions about pictures, people, and things that are present.</p> | <p>LD 2.3.2 Answer and ask simple questions about things and activities at the time they are happening.</p> | <p>LD 2.3.3 Answer and ask questions about a variety of familiar topics, activities, and/or concepts.</p> | <p>LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.</p> |
| <p>Examples LD 2.3</p> | | <ul style="list-style-type: none"> points to a dog in a book when directed says "Mommy!" when shown a family picture | <ul style="list-style-type: none"> asks "We have milk?" when lunch is being served says "I like red!" when tasting different colored apples | <ul style="list-style-type: none"> says "Dogs have four legs" when discussing animals with four legs answers "You kick it!" when the teacher asks how to get the soccer ball in the net | <ul style="list-style-type: none"> asks "Why did you make the base larger?" as a follow-up question to the teacher building a taller structure with blocks says "First I sorted the buttons into groups by color and then I sorted them by |



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| | | | | | <p>size" after completing the sorting task</p> |
| <p>Indicators LD 2.4</p> | | | <p>LD 2.4.2 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>LD 2.4.3 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>LD 2.4.4 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>Examples LD 2.4</p> | | | <ul style="list-style-type: none"> • says "I like red!" when tasting different colored apples • says, "Big ball!" when chasing a ball outside • says "cow" when the teacher asks "What's this?" while pointing to a picture of a cow in a book | <ul style="list-style-type: none"> • says "I'm mad!" when another child takes a toy • in the dramatic play center, the child says "Put the stuff in the mixer then mix it all up." and "Use these so you don't burn your hands" | <ul style="list-style-type: none"> • says "I was excited to see so many friends at my birthday party. I was really happy that everyone got to come! I would have been really sad if nobody came." • the teacher reads a book and asks the class what the word joyful means. The |



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| | | | | | <p>student says " I think it means happy because the lady in the picture is smiling"</p> |
| <p>Indicators LD 2.5</p> | | <p>LD 2.5.1 Use some pronouns.</p> | <p>LD 2.5.2 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>LD 2.5.3 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>LD 2.5.4 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> |
| <p>Examples LD 2.5</p> | | <ul style="list-style-type: none"> • says "Mine!" and grabs a toy block • says "me!" when a familiar adult is choosing a helper | <ul style="list-style-type: none"> • says "big cow" when looking at a book about animals • says "three mice" to request three blind mice • runs across the playground and then says "Ran fast!" • pronounces most words correctly, is understood by most familiar | <ul style="list-style-type: none"> • tells a familiar adult "We saw the elephant at the zoo!" when discussing a recent field trip to the zoo • tells a friend "I went to the store with my mom and got a toy!" | <ul style="list-style-type: none"> • tells the class "In our family, we eat dinner together at the table" |



Language Development: Social and Conversational Rules

| Standard | LD 3: Children use social and conversational rules. | | | | |
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| 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 3.1 | LD 3.1.0 Initiate interactions with another person using movement and/or behavior. | LD 3.1.1 Initiate interactions with others using gestures and/or vocalizations. | LD 3.1.2 Ask questions or use verbal or non-verbal cues to initiate communication with others. | LD 3.1.3 Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues. | LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues. |
| Examples LD 3.1 | <ul style="list-style-type: none"> squeals when a familiar adult walks by coos or cries to get a familiar adult's attention | <ul style="list-style-type: none"> waves to another child when entering the room says "bye-bye" and waves at a familiar adult grabs a familiar adult's hand and leads them to the reading area | <ul style="list-style-type: none"> says/approximates "help" and hands shoe to a familiar adult points to a bug outside and says "What is that?" taps familiar adult on the shoulder to gain attention | <ul style="list-style-type: none"> asks "I have that?" when trying to get a toy from a peer one child asks another "Want to color?" | <ul style="list-style-type: none"> asks "Can I build the tower with you?" when entering the block center says "I have the red crayon!" when a peer is looking in the crayon box for a specific color |
| Indicators LD 3.2 | LD 3.2.0 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. | LD 3.2.1 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). | LD 3.2.2 Participate in short conversations, with some turn-taking exchanges. | LD 3.2.3 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. | LD 3.2.4 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. |



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| <p>Examples LD 3.2</p> | <ul style="list-style-type: none"> repeats /ba ba ba/ after caregiver gazes at a book that the adult is reading | <ul style="list-style-type: none"> looks at familiar adults as they say "My turn" then watches as adults stack one block. looks back at the adult as the adult says "Your turn" then looks back to blocks Signs "milk" when a familiar adult asks "milk or water" | <ul style="list-style-type: none"> says "My turn" then rolls the ball to another child and says "Your turn" then waits for the child to roll the ball back says "Home now?" and the teacher responds "Yes, it's time to go home now" the child signs "no" when the teacher asks "Do you want to paint" then points to a picture of blocks to indicate she wants to play with blocks | <ul style="list-style-type: none"> participates in three turn-taking exchange conversations with a teacher about their favorite animal from the field trip to the zoo changes to whisper conversation in the reading center when the teacher reminds students of center expectations | <ul style="list-style-type: none"> student participates in five back-and-forth exchanges by whispering to another student about the book they are looking at in the reading center student says loudly, "Guys come see!" then participates in a brief discussion with two classmates about the bug found on the playground |
| <p>Indicators LD 3.3</p> | | <p>LD 3.3.1 "Jabber" and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.</p> | <p>LD 3.3.2 Listen attentively during brief group conversations and respond to questions or requests made to the group.</p> | <p>LD 3.3.3 Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support.</p> <p>Follow simple rules from group discussions, with reminders.</p> | <p>LD 3.3.4 Participate in a group discussion, making comments and asking questions related to the topic.</p> <p>Follow commonly accepted norms of communication in group settings with increasing independence.</p> |
| <p>Examples LD 3.3</p> | | <ul style="list-style-type: none"> says "Yay!" loudly as others are making excited noises in | <ul style="list-style-type: none"> respond to the question of the day "What's your favorite | <ul style="list-style-type: none"> during a discussion about a field trip to the zoo, the child | <ul style="list-style-type: none"> during a group discussion, the student raises their |



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| | | <p>another part of the room</p> <ul style="list-style-type: none"> • says "/da da da da da/? and raises the intonation at the end | <p>animal?" and says "Cat!" as each child takes a turn to answer</p> | <p>tries to speak while another child is speaking. The teacher asks the child to wait their turn. Once it is the child's turn, he says "I liked the monkeys, they were swinging around!"</p> <ul style="list-style-type: none"> • during a class discussion about the butterfly life cycle, the child asks "What's a cocoon?" when another student mentions it | <p>hand and waits until their name is called before sharing their idea</p> <ul style="list-style-type: none"> • during group conversation in centers about birthday parties, the child waits for another child to finish speaking. Then the child says "I want an ice cream cake for my birthday party. I think I will have it at the bowling alley. Do you like bowling?" |
| <p>Indicators LD 3.4</p> | | | <p>LD 3.4.2 Communicate in short sentences that follow the word order of their home language.</p> | <p>LD 3.4.3 Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.</p> | <p>LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.</p> |



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| <p>Examples LD 3.4</p> | | | <ul style="list-style-type: none">• says, “my name is Gracie.”• says, “there is a puppy” | <ul style="list-style-type: none">• says, “I wear my rubber boots when it rains. I jump over the muddy puddles!”• says, “the puppies lick me every time I lay on the floor with them!” | <ul style="list-style-type: none">• says, “I like to play outside when it is hot because we can use water balloons, slides, and swimming pools!”• says, “I live with my mom, dad, brother, and two sisters in a big white house. Who lives at your house?” |
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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 | | EL 1.1.1 Demonstrate interest in familiar rhymes and songs. | EL 1.1.2 Sing songs and say or repeat familiar rhymes. | EL 1.1.3 Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity. | EL 1.1.4 Identify and produce rhyming words. |
| Examples EL 1.1 | | <ul style="list-style-type: none"> Smiles as the teacher plays "if you're happy and you know it!" moves hands in imitation while teacher sings "itsy bitsy spider" | <ul style="list-style-type: none"> repeats the phrase "hickory, dickory, dock" after hearing the nursery rhyme sings familiar nursery rhymes | <ul style="list-style-type: none"> says "mat!" When the familiar adult says "the fat cat sat on the ___" sings rhyming songs with class says "fall" at the appropriate time when teacher pauses while reciting "humpty dumpty" | <ul style="list-style-type: none"> says "yes" when asked if duck and truck rhyme says "mouse" when asked to provide a word that rhymes with house points to dog and frog when given three pictures: dog, frog, and house |
| Indicators EL 1.2 | | | EL 1.2.2 Sing songs with multiple words that start with the same initial sound. | EL 1.2.3 Shows awareness that some words start with the same initial sound. | EL 1.2.4 Identify the initial sound in a spoken word with guidance and support. |
| Examples EL 1.2 | | | <ul style="list-style-type: none"> sings "I'm bringing home a baby bumble bee..." | <ul style="list-style-type: none"> says "that starts like my name" when given a group of objects that start with the same | <ul style="list-style-type: none"> says "/m/ " when asked "what's the beginning sound of the word moon?" when given a group of objects, sorts them into |



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| | | | | sound, choose the one that is different | groups that start with the same sound with teacher support |
| Indicators EL 1.3 | | | | EL 1.3.3 Segment spoken sentences into individual words with guidance and support. | EL 1.3.4 Segment spoken sentences into individual words. |
| Examples EL 1.3 | | | | <ul style="list-style-type: none"> • joins in tapping legs for each word in a sentence following with adult example • counts teachers fingers as she holds up a finger for each word in a sentence • claps upon hearing a specified word in a story | <ul style="list-style-type: none"> • independently taps legs for each word in sentence • tells the number of words in a sentence |
| Indicators EL 1.4 | | | | EL 1.4.3 Identify syllables in spoken words with guidance and support. | EL 1.4.4 Identify syllables in spoken words. |



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| <p>Examples EL 1.4</p> | | | | <ul style="list-style-type: none"> Claps two times while repeating "pump-kin" following teacher example claps the syllables while listening or chanting classmates' names | <ul style="list-style-type: none"> claps each syllable of name, Matthew and Romeo then tells how many syllables are in each |
| <p>Indicators EL 1.5</p> | | | | <p>EL 1.5.3 Blend a sequence of spoken syllables to produce words with guidance and support.</p> | <p>EL 1.5.4 Blend a sequence of spoken syllables to produce words.</p> |
| <p>Examples EL 1.5</p> | | | | <ul style="list-style-type: none"> using visuals, puts together mail box to say mailbox repeats after teacher to blend syllables in name | <ul style="list-style-type: none"> puts together tur key to say turkey puts together cat er pillar to say caterpillar |
| <p>Indicators EL 1.6</p> | | | | | <p>EL 1.6.4 Blend onsets and rimes of single syllable spoken words with guidance and support.</p> |
| <p>Examples EL 1.6</p> | | | | | <ul style="list-style-type: none"> Points to Matt when the teacher says "_att" When the teacher says /c/ ake student says "cake" |



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 | | | EL 2.1.2 Recognize some familiar symbols and logos in the environment. | EL 2.1.3 Recognize and name familiar symbols and logos in the environment (environmental print). | EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment (environmental print). |
| Examples EL 2.1 | | | <ul style="list-style-type: none"> • says "eat" when sees the McDonalds logo • recognizes a stop sign | <ul style="list-style-type: none"> • says "I like McDonalds" when he sees the golden arches • recognizes logos of familiar stores or restaurants | <ul style="list-style-type: none"> • says "We shop at Target" when the target logo is seen • recognizes logos of familiar stores or restaurants |
| Indicators EL 2.2 | | | EL 2.2.2 Recognize that print, symbols, and pictures have meaning. | EL 2.2.3 Distinguish print from pictures and show awareness that print communicates meaning. | EL 2.2.4 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. |



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| <p>Examples EL 2.2</p> | | | <ul style="list-style-type: none"> • brings book to caregiver or familiar adult and says "read" • says "e-i-e-i-o" when a familiar adult is reading "Old McDonald Had a Farm" | <ul style="list-style-type: none"> • asks, "is that my name?" and hands teacher a name card • touches the word next to a picture of a dog and says "dog" | <ul style="list-style-type: none"> • says "that's in my name" while pointing to letter in word • points to and names letters in environmental print |
| <p>Indicators EL 2.3</p> | <p>EL 2.3.0 Explore books by touch (e.g., patting and/or chewing on board books).</p> | <p>EL 2.3.1 Hold books, look at pictures, and help turn some pages.</p> | <p>EL 2.3.2 Hold a book as if reading and turn some pages, but not always in the right order.</p> <p>Recognize specific books by their cover and look for specific pages in familiar books.</p> | <p>EL 2.3.3 Hold a book right side up and turn most pages one by one from front to back.</p> <p>Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.</p> | <p>EL 2.3.4 Hold a book right side up while turning pages one by one from front to back.</p> <p>Identify parts of a book such as the front, back, and title.</p> <p>Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page).</p> <p>Describe the role of the author and illustrator of a text.</p> |
| <p>Examples EL 2.3</p> | <ul style="list-style-type: none"> • looks at, mouths, bangs book | <ul style="list-style-type: none"> • holds and opens book, points to picture, closes book • grabs multiple pages at once when adult prompts "turn page" | <ul style="list-style-type: none"> • says "this one!" and grabs favorite book • holds book upside down, may turn multiple pages at one time • Turns familiar | <ul style="list-style-type: none"> • Orients book correctly, turns pages one at a time most of the time • holds adults finger to track words while | <ul style="list-style-type: none"> • orients book correctly, turns pages one at a time from front to back • says "writes the words" when asked what the author |



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| | | | book to a specific page with a cake on it and says “eat cake” | <p>reading</p> <ul style="list-style-type: none"> points to the first word when asked "where do we start reading?" | <p>does</p> <ul style="list-style-type: none"> points to the front, back, and title of the book when prompted. points to first word when asked "where to start reading" says "they draw the pictures" when asked "what is the illustrator's job?" |
| Indicators EL 2.4 | EL 2.4.0 Demonstrate interest in books by reaching for books and exploring books through touch. | EL 2.4.1 Request to have books read to them. | EL 2.4.2 Self-select familiar books and engage in shared reading. | EL 2.4.3 Share self-selected familiar books and engage in pretend reading with others. | EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. |
| Examples EL 2.4 | <ul style="list-style-type: none"> reaches for book and brings book to mouth smiles while caretaker or familiar adult reads story | <ul style="list-style-type: none"> sits down next to familiar adult when they are holding a book says "book" to request the book be read to them points to preferred book when given choice of two | <ul style="list-style-type: none"> picks familiar book from shelf and adds in key phrases while familiar adult reads aloud picks up a book with butterflies pictured on the cover and puts it on the floor. Picks up another book with a tractor on the cover and takes it to an adult | <ul style="list-style-type: none"> picks familiar book from shelf and pretends to read using phrases from story sits next to classmate and describes the pictures on each page pretending to read the story | <ul style="list-style-type: none"> Looks in nonfiction book to identify plant found on playground Selects a book with butterflies on the cover, flipping pages from front to back. When finished, selects a book with dogs pictured on the cover |



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 | | | EL 3.1.2 Recognize letters of the alphabet as a special category of print, different from pictures and shapes. | EL 3.1.3 Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment. | EL 3.1.4 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. |
| Examples EL 3.1 | | | <ul style="list-style-type: none"> • sorts a group of magnets into categories of letters and shapes • points to words under picture in book | <ul style="list-style-type: none"> • looks for first letter of own name in ABC book • plays with magnetic letters of own name on a tray and names some of the letters | <ul style="list-style-type: none"> • looks for multiple letters of own name in ABC book • plays with many magnetic letters and names some of the letters |
| Indicators EL 3.2 | | | | EL 3.2.3 Identify the sound for a few recognized letters. | EL 3.2.4 Identify or produce the sound of many recognized letters. |



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| <p>Examples EL 3.2</p> | | | | <ul style="list-style-type: none"> • points to letters from a group of 3 when the teacher asks "what makes the /s/ sound?" • says "m" when teacher makes the /m/ sound in the dramatic play center | <ul style="list-style-type: none"> • produces the sound of many letters when shown in random order • says "s says that!" when the teacher produces the /s/ sound |
| <p>Indicators EL 3.3</p> | | | | | <p>EL 3.3.4 Recognize their own name and some common words in print.</p> |
| <p>Examples EL 3.3</p> | | | | | <ul style="list-style-type: none"> • says "that's my name!" when reading a book • looks through stack of folders until he finds the one with his name on it • grabs treat bag with name written on it from class group |



Early Literacy (EL): Comprehension

| Standard | Standard EL 4: Children show interest in and gain understanding from a variety of early literacy experiences. | | | | |
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| 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 | | | | EL 4.1.3 Tell make-believe or real-life stories, sometimes in random sequence. | EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events. |
| Examples EL 4.1 | | | | <ul style="list-style-type: none"> tells story involving unicorns and monsters Says "I went to the store. I got a candy" | <ul style="list-style-type: none"> says "I went to the store and got candy. Then we went to the car wash. It smelled really good. Then we went home to cook supper." says "we went to the zoo and saw a unicorn and a dragon. Then the dragon broke out of the zoo and stole the car. It drove to my house and ate my tree!" |
| Indicators EL 4.2 | | | EL 4.2.2 Recite some words of a familiar book when read to especially from books with repeating text. | EL 4.2.3 Retell familiar stories using pictures or props as prompts. | EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events. |



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| <p>Examples EL 4.2</p> | | | <ul style="list-style-type: none"> Says "not by the hair of my chinny chin chin" when adult reads "The Three Little Pigs" says "rocking in my school shoes" on each page when familiar adult is reading "Pete the Cat Rocking in My School Shoes" | <ul style="list-style-type: none"> puts the three little pig house props in correct order uses felt pieces in order to retell "The Very Hungry Caterpillar" | <ul style="list-style-type: none"> describes the setting of the story when the teacher asks "where does this story take place?" Lists the characters when the teacher asks "who is in the story" Retell the three little pigs with story details such as the characters, setting and major events |
| <p>Indicators EL 4.3</p> | | | <p>EL 4.3.2 Ask or answer simple questions about a familiar story or book, including informational text.</p> | <p>EL 4.3.3 Ask or answer questions about key details in a familiar story, informational book, or other text.</p> | <p>EL 4.3.4 Ask or answer questions about key details in a familiar story, informational book, or other text.</p> <p>Make predictions about events that might happen next, with guidance and support.</p> |
| <p>Examples EL 4.3</p> | | | <ul style="list-style-type: none"> says "Pumpkin" when adult asks "what's is this?" and points to pumpkin in a book Says "Is that a pig?" and points | <ul style="list-style-type: none"> Asks "where did it go?" when reading a book about butterfly life cycles Answers "the second pig used sticks" when | <ul style="list-style-type: none"> Makes prediction that book will be about dogs because of dog on the front cover asks, "why does the caterpillar eat so much before it |



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| | | | to a picture of a pig while reading The Three Little Pigs | asked what the second pig used to build his house | makes a cocoon?" when learning about the butterfly life cycle |
| Indicators EL 4.4 | | | EL 4.4.2 Recognize when a story or book describes something that is similar to their own experiences. | EL 4.4.3 Answer questions about how events and information from stories relate to their own experiences. | EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts. |
| Examples EL 4.4 | | | <ul style="list-style-type: none"> • Points to shoes after reading "pete the Cat, Rocking in my school shoes" • Tells about their pet cat after reading a book about pets | <ul style="list-style-type: none"> • tells about family members and their names after reading a book about families | <ul style="list-style-type: none"> • Says "When I was walking in the yard, I stepped on a wasp and it stung my foot. It hurt really bad" when reading a book about insects • When reading a book about weather says "We went in the bathtub when the weather was bad at my house to stay safe" |
| Indicators EL 4.5 | | | | EL 4.5.3 Share their own thoughts and reactions to a story or text. | EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences. |
| Examples EL 4.5 | | | | <ul style="list-style-type: none"> • compares their home to the | <ul style="list-style-type: none"> • Says "straw is not strong enough to |



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| | | | | <p>homes in the story by saying "my house has bricks and stairs!"</p> <ul style="list-style-type: none"> Says "Monsters are scary! I don't like when the monster comes" in the story | <p>build a house so it was not hard to blow down" during a discussion about The Three Little Pigs</p> |
| <p>Indicators EL 4.6</p> | | | | <p>EL 4.6.3 Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.</p> | <p>EL 4.6.4 Recognize differences between stories/make believe, information text, and poetry.</p> |
| <p>Examples EL 4.6</p> | | | | <ul style="list-style-type: none"> Listens to book about butterfly life cycle Sings along with nursery rhymes and poems Recites part of make believe/stories with repetitive text | <ul style="list-style-type: none"> Says "this story is make believe because it has a monster in it" Says "this story is real because it has real pictures in it points out rhyming words in poetry |



Early Literacy (EL): Emergent Writing

| Standard | Standard EL 5: Children write and draw to express their ideas, using some letters and print conventions. | | | | |
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| 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 | | | EL 5.1.2 Draw or scribble with a purpose during play or other activities. | EL 5.1.3 Show emerging awareness that writing can be used for a variety of purposes. | EL 5.1.4 Use writing for a variety of purposes to convey meaning. |
| Examples EL 5.1 | | | <ul style="list-style-type: none"> • makes "grocery list" by scribbling on paper | <ul style="list-style-type: none"> • makes "recipe" using scribbles on paper • asks the teacher "can you write my name on this?" as teacher is handed artwork | <ul style="list-style-type: none"> • draws map of town that they built in the construction center • hands the paper to the teacher and says "can you mail this letter to my friend?" |
| Indicators EL 5.2 | | EL 5.2.1 Make marks or scribbles using a variety of media (e.g., finger paint, chalk). | EL 5.2.2 Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines). | EL 5.2.3 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. | EL 5.2.4 Write some letters of meaningful words such as their name, using letters and letter-like forms. |



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| <p>Examples EL 5.2</p> | | <ul style="list-style-type: none"> • makes broad strokes with paintbrush, markers, or crayons • makes drawings, lines, and curved strokes with finger in sand • scribbles on the sidewalk using chalk | <ul style="list-style-type: none"> • uses straight and curved lines to write name on paper • uses straight lines to make shapes • copies a series of line strokes (horizontal, vertical, diagonal) after a teacher models it | <ul style="list-style-type: none"> • writes a short string of letters then dictates to teacher what it says • copies a series of strokes and symbols after a teacher models it | <ul style="list-style-type: none"> • writes first name with most letters or letter like forms • Holds up a card she made with letter D written on it and says "this is for dad!" |
| <p>Indicators EL 5.3</p> | | | <p>EL 5.3.2 Draw a picture and describe what it represents.</p> | <p>EL 5.3.3 Dictate ideas for someone to write down.</p> <p>Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas.</p> <p>Discuss or answer questions about their writing and drawings.</p> | <p>EL 5.3.4 Attempt to write some words using invented spelling.</p> <p>Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).</p> |
| <p>Examples EL 5.3</p> | | | <ul style="list-style-type: none"> • tells teacher "this is my family" after drawing a picture of their family • asks, "do you like my house?" an shows familiar | <ul style="list-style-type: none"> • says "can you write the recipe?" and then lists the ingredients while playing in the dramatic play center • explains | <ul style="list-style-type: none"> • Says "I want pizza" as he touches the word like forms on his page under his pizza drawing. • creates a menu with letters or letter approximations for each item |



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| | | | <p>adult a drawing of a square</p> | <p>drawing to trusted adult commenting on why she drew certain things</p> <ul style="list-style-type: none"> says "i like red" when adult asked about her red drawing | |
| <p>Indicators EL 5.4</p> | | | | | <p>EL 5.4.4 Dictate elaborative or meaningful information or stories for someone to write down.</p> <p>Use writing and/or digital tools to communicate information.</p> <p>Use classroom resources (e.g., labels; anchor charts) to support writing.</p> |
| <p>Examples EL 5.4</p> | | | | | <ul style="list-style-type: none"> dictates lengthy letter to principal about the new playground equipment hands student a note with two groups of letters and says "I'm sorry" brings paper to construction center and copies "stop" from the stop sign onto his drawing |



STRATEGIES FOR LANGUAGE AND EARLY LITERACY DEVELOPMENT

Infants

- Have a primary caregiver who is responsible for each infant's daily care. This will help that caregiver better understand each child's unique way of communicating.
- Think of crying as positive, as a sign that the infant is communicating his /her needs and that he/she trusts you to respond to them.
- Use language with infants from the start. Talk with them long before they can talk to you. Use "self-talk" to tell the infant what you are doing (e.g., "I am changing your diaper") and "parallel-talk" to reflect what the infant is doing (e.g., "You grabbed the rattle."). Talk with families to learn and share all the ways infants communicate before they can talk.
- Cuddle infants on your lap and look at books, even when they are very young. Cloth and vinyl books can be washed, if needed. Comfort infants by talking to them: "Yes, I know that you are hungry. Let's go get some milk for you."
- Pay attention to the infants' nonverbal expressions and respond to them both verbally and nonverbally. Respond to a smile with a smile and say, "Look at Jack's big smile."

Toddlers

- Be tuned in to each child's nonverbal communication strategies such as pointing or shaking head "yes" or "no" and respond by using words to help him express his ideas.
- Continue to use simple, consistent sign language and say the word each time you do.
- Respond quickly to toddlers' cries or other signs of distress because they may have limited language with which to communicate their needs.
- Interpret toddlers' communication attempts with peers. For example, during outside time, one child looks at another and points to the tricycle. You can say, "Bella, I think Cooper wants to ride the tricycle."
- Read to toddlers individually or in small groups throughout the day. Do not expect that they will all be sitting and listening at the same time.
- Select books with simple plots about familiar things and people. Toddlers enjoy books that use repetition or rhyme.
- Set up a cozy and soft reading/library/book area for toddlers to use independently. Include some sturdy, familiar books.
- Choose vinyl and board books; expect to replace books frequently.

3-Year-Olds

- Talk about what's happening now and what will happen next. For example, say, "After we have lunch it will be time for a nap."
- Ask questions that require the child to give more than a "yes" or "no" answer (open-ended questions). Include questions that require the child to think (e.g., "What would happen if we moved this block?").
- Do not correct mistakes in word use, pronunciation or tense. Simply model the correct way to say it. For example, if the child says, "The plane is highering up!" You say, "Yes, that plane is going higher!"
- Continue to use many songs, fingerplays, and stories throughout the day in routine times, transition times, and playtime.
- Read to children in small groups of two or three. Have props or objects that relate to the story for the children to touch or hold.
- Provide a variety of materials in the writing center for children to use to communicate or create.

4-Year-Olds

- Engage children in frequent conversations about topics that interest them and build on what they say with more complex language.
- Provide opportunities for children to experiment and play with the sounds that words make through songs, rhymes, poems, and nonsense words.
- Model and explicitly demonstrate reading print from top to bottom and from left to right.
- Introduce new vocabulary when asking questions or describing situations or objects and relate the new words back to familiar words and/or ideas. Encourage children to use these words when talking about pictures or real objects. Use variations of the same word such as, magnify, magnifier, magnifying, and magnified.
- Point out the title, author, and illustrator when reading a book. Talk about characters and story events after reading.
- Write children's words on their pictures, display these in the classroom.
- Provide a variety of materials in the writing center for children to communicate or create.



Louisiana's Early Learning & Development Standards (ELDS)



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.

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices, health/safety practices, and physical activity for optimal learning.

Physical Fitness and Motor Skills

As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop.

There are two general types of motor skills: gross motor skills and fine motor skills. Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc. Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination. Gross motor skills usually develop before fine motor skills. Babies can wave their arms before they can pick up small objects with their fingers, and preschoolers can scribble with sweeping motions before they can write.

As these motor skills are developing, children also are learning to use information gathered through their senses to understand their environment and make decisions about what action to take. For example, a child may adjust his/her walking if a surface is wet or slippery. Similarly, a child may recognize a cup that has been buried in the sand based on their touch and feel of the cup. As children develop, they become more capable of organizing information that is collected through their different senses, and then using this sensory information to guide their movements.



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Although movement skills develop naturally in most young children, it is important that children have a variety of physical experiences that facilitate good muscle development, and experiences that allow them to practice motor skills. This is important since the majority of motor skills develop by age 12. It is also important for good physical fitness. Parents, educators, health professionals, and policy makers share a common concern about the alarming increase in childhood obesity rates. Therefore, the Standards and Indicators provided in this domain are important because they encourage adults to provide a variety of motor activities for young children.

Good Health and Safety Practices

Early childhood is a good time to begin teaching children good health, nutrition, and safety practices. Studies have shown that children will generally eat the types of food they are provided during childhood for the remainder of their lives. If they learn to eat a variety of fruits and vegetables, they will continue to eat them. In contrast, if they are fed a lot of unhealthy snacks and eat at fast-food restaurants, they will continue to do so. Food habits are one of the most important habits a child learns. Early childhood is also a good time to begin to teach general safety practices to children. Understanding hazards that might be in the environment is something that develops gradually in young children. When children are very young, they need the constant presence and guidance of adults to help ensure their safety. As children grow older, they begin to understand that some situations are dangerous. While they continue to need diligent supervision, they also can begin to learn about danger and how to avoid it. The Standards and Indicators in this Domain are designed to foster children's understanding of how to keep themselves healthy and safe.



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) |
| Indicators PD 1.1 | PD 1.1.0 Explore the environment with increasing body awareness using senses and movement. | PD 1.1.1 Coordinate senses with movement to show where their body is in relation to other objects and people in the environment. | PD 1.1.2 Demonstrate body and spatial awareness to guide movement around objects and people. | PD 1.1.3 Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones). | PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities. |
| Examples PD 1.1 | <ul style="list-style-type: none"> reaches up and swings hands at toys rolls over from tummy to back then back to tummy | <ul style="list-style-type: none"> walks without holding onto things crawls under objects or around others | <ul style="list-style-type: none"> crawls through a tunnel walks up and down a few stairs with or without help from adult | <ul style="list-style-type: none"> avoids obstacles (such as a cone) while navigating through an obstacle course maintains balance while performing a variety of movements | <ul style="list-style-type: none"> walks forward and backward during a game with peers maneuvers a tricycle or balance bike around obstacles along a bike path |
| Indicators PD 1.2 | PD 1.2.0 Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking). | PD 1.2.1 Move in a variety of ways and directions with increasing coordination and balance. | PD 1.2.2 Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping). | PD 1.2.3 Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs). | PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks. |
| Examples PD 1.2 | <ul style="list-style-type: none"> holds head up when on tummy and looks around pushes up on to elbow and forearms | <ul style="list-style-type: none"> attempts to walk up steps while holding hand of familiar adult pulls up onto | <ul style="list-style-type: none"> jumps up and down, landing on two feet attempts to walk along a straight line stands on tiptoes | <ul style="list-style-type: none"> throws a ball tosses a ball into a large basket climbs up and down stairs using | <ul style="list-style-type: none"> catches a ball in both hands bounces a ball kicks a moving ball hops on one foot |



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| | <ul style="list-style-type: none"> from tummy position rolls from tummy to back sits without support | <ul style="list-style-type: none"> furniture crawl on hands and knees | <ul style="list-style-type: none"> climbs up onto a chair, sit, then climb down | <ul style="list-style-type: none"> alternating feet attempts to gallop across playground | <ul style="list-style-type: none"> then on the other attempts to skip |
| Indicators PD 1.3 | PD 1.3.0 Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching, rolling over). | PD 1.3.1 Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces. | PD 1.3.2 Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot). | PD 1.3.3 Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting). | PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls). |
| Examples PD 1.3 | <ul style="list-style-type: none"> reaches up or outward for toys rolls from tummy to back then back to tummy holds head up with and later without support moves arms and legs pushes up using straight arms when lying on tummy | <ul style="list-style-type: none"> sits without support takes a few steps independently climbs on and off furniture without support | <ul style="list-style-type: none"> participates in "Simon Says" game that requires varied movements (hands up, hands down, spin around, stand on one foot, stand on the other foot) squats down while playing or squats to pick up toys | <ul style="list-style-type: none"> attempts to walk along a balance beam or low ledge while watching feet participates in a variety of stretching activities with sustained balance bends to pick up a variety of materials | <ul style="list-style-type: none"> throws and catches balls and other objects runs up to a ball and kicks it bounces and catches balls |
| Indicators PD 1.4 | PD 1.4.0 Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching, pushing, rolling over). | PD 1.4.1 Engage in physical play activities for periods of time to develop strength and stamina. | PD 1.4.2 Engage in physical play activities for moderate periods of time to develop strength and stamina. | PD 1.4.3 Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time. | PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time. |



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| <p>Examples PD 1.4</p> | <ul style="list-style-type: none">• reaches for toy that familiar adult is holding for several minutes• practices rolling over many times until successful | <ul style="list-style-type: none">• climbs on and off foam block structures for several minutes• crawls through and obstacle course made of boxes and play tunnels | <ul style="list-style-type: none">• actively participates in song and dance movements without getting distracted• participates in a game of duck, duck, goose for moderate periods of time | <ul style="list-style-type: none">• actively participates in red light, green light or tag game while on playground for recess time• follows along and completes movements of “Simon Says” that is facilitated by familiar adult• participates in an outdoor scavenger hunt made up of a few steps | <ul style="list-style-type: none">• rides a tricycle or scooter for an extended period of time• climbs on and through playground equipment for extended period 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 | PD 2.1.0 Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer). | PD 2.1.1 Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects. | PD 2.1.2 Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities. | PD 2.1.3 Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose. | PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision. |
| Examples PD 2.1 | <ul style="list-style-type: none"> holds a toy when placed in hand moves a toy from one hand to the other | <ul style="list-style-type: none"> picks up small pieces of food using pointer finger and thumb scribbles with crayons attempts to use a spoon | <ul style="list-style-type: none"> turns a doorknob to open unscrews a lid on milk container turns pages of a book one at a time | <ul style="list-style-type: none"> snips with scissors puts on a jacket independently | <ul style="list-style-type: none"> unbuttons and reclasps buttons uses finger and thumb to grip writing utensil |
| Indicators PD 2.2 | PD 2.2.0 Coordinate eye and hand movements when grasping or picking up objects. | PD 2.2.1 Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks). | PD 2.2.2 Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads). | PD 2.2.3 Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control. | PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control. |
| Examples PD 2.2 | <ul style="list-style-type: none"> uses fingers to move food towards mouth opens hand to release objects and shuts hand to grab objects | <ul style="list-style-type: none"> stacks a few large blocks on top of each other dumps water from on container to another puts shapes into correct place on shape sorting toy | <ul style="list-style-type: none"> puts wooden puzzle pieces into correct spot on a puzzle board turns on and off light switch presses small buttons on a toy | <ul style="list-style-type: none"> zips up jacket independently uses tongs to pick up objects thread a string through a lacing card | <ul style="list-style-type: none"> cuts along a straight light with proper scissor grip builds with small plastic building blocks pours water into a cup |



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 | PD 3.1.0 Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over). | PD 3.1.1 Engage in active play indoors or outdoors with adult support. | PD 3.1.2 Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment). | PD 3.1.3 Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities. | PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness. |
| Examples PD 3.1 | <ul style="list-style-type: none"> holds head up when laying on tummy moves arms and legs while laying on tummy pushes up onto arms and elbows from tummy rolls from back to tummy | <ul style="list-style-type: none"> takes a few steps on his own climbs on an off chair independently climbs on and through soft cushions climbing blocks and ramps | <ul style="list-style-type: none"> climbs up ladder of slide sits on swings and attempts to kick feet sits on see-saw and pushes up with feet | <ul style="list-style-type: none"> jumps off a low ledge and lands with both feet side steps on balance beam steers balance bike with hands and walks it with feet along bike track traps a thrown ball against body with both arms, pushes off of body to throw ball back to peer | <ul style="list-style-type: none"> maneuvers through an obstacle course with varied whole body movements jumps through a game of hopscotch runs and kicks ball back and forth with a peer |
| Indicators PD 3.2 | | | | PD 3.2.3 Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body. | PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy. |



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| <p>Examples PD 3.2</p> | | | | <ul style="list-style-type: none"> • points to a poster in cafeteria and says “that’s broccoli, it’s healthy” • smiles and says “only sometimes” when eating a cookie during snack time to indicate that it is a “sometimes food” | <ul style="list-style-type: none"> • says “carrots are healthy vegetables, they help my eyes to see better” while eating carrots during lunch • look at an illustration of children eating ice cream in a book and say “I love ice cream but it has a lot of sugar so I can only eat it once in a while” |
| <p>Indicators PD 3.3</p> | | <p>PD 3.3.1 Participate in some basic safety practices (e.g., fire/tornado drills).</p> | <p>PD 3.3.2 Follow safety rules with adult support.</p> | <p>PD 3.3.3 Identify safety rules and follow them with guidance from adults.</p> | <p>PD 3.3.4 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).</p> |
| <p>Examples PD 3.3</p> | | <ul style="list-style-type: none"> • holds hand and walks with familiar adult out of the classroom when fire alarm rings • remains seated in designated spot when practicing a tornado drill | <ul style="list-style-type: none"> • holds on to swing with both hands when reminded by adult • sits on bottom when sliding down the slide | <ul style="list-style-type: none"> • tells a peer to put on helmet when riding tricycle • reminds a friend to keep hands and feet to themselves when playing on playground | <ul style="list-style-type: none"> • walks when getting tray from cafeteria serving line • holds scissors with blade pointing away from body • reaches for familiar adults hand when getting off the school bus |
| <p>Indicators PD 3.4</p> | | | | | <p>PD 3.4.4 Begin to identify and alert others of potential hazards.</p> |



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| <p>Examples PD 3.4</p> | | | | | <ul style="list-style-type: none">• tells a friend to “watch out for that hole” while walking to the playground• says “be careful, I see an ant pile” while running outside |
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STRATEGIES FOR PHYSICAL DEVELOPMENT

Infants

- Place objects within reach at first and then slightly out of reach as infants gain more muscle control.
- Avoid placing infants in restrictive devices (no swings, walkers, saucers, infant seats, or bouncy seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens only for napping and sleeping. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore, and practice new skills.
- Be sure to remember safety rules, even when you think the infant cannot reach something or move very much. Keep in mind that infants should never be left alone on changing tables.
- Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects.
- Include toys such as rattles, squeeze toys, and soft, washable toys. Toys should be small enough so that young infants can grasp and chew them, yet large enough so that infants cannot choke on or swallow them.

Toddlers

- Model healthy eating while sitting with children at the table. Provide a choice of two or more nutritional foods and allow toddlers to choose.
- Give children time to accomplish hygiene routines independently before stepping in to assist.
- Provide open space both indoors and outdoors for young toddlers to move and practice their developing gross motor skills. Include low, sturdy objects (e.g., furniture or railings) for toddlers to hold onto while cruising.
- Provide items such as pillows and low platforms to the environment so that toddlers have different levels to explore and to have safe climbing opportunities. Low inclines or ramps provide a different sense of movement, space, and balance.
- Provide opportunities and a variety of materials that encourage children to use manipulative skills (e.g., nesting toys, soft blocks, containers for filling and emptying, fat crayons, playdough).

3-Year-Olds

- Model healthy eating while sitting with children at the table.
- Provide a choice of two or more nutritional foods and allow children to choose.
- Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing, or handwashing.
- Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill up vehicles.
- Use small climbers and a variety of different-sized boxes to encourage role play as they represent forts, houses, or tents.
- Provide a variety of levels and obstacles (things to go through, around, over, and under) to increase the children’s skills and enjoyment.
- Stock manipulative centers with containers for objects to be put into. Good manipulative opportunities can occur in many daily routines, as well as self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process.

4-Year-Olds

- Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health.
- Model healthy eating, and display a model for healthy and nutritious eating.
- Provide opportunities for children to pour their own drinks and to serve foods, such as spooning out applesauce.
- Talk about the consequences of unsafe behavior (e.g., injury to self, others, or damage to property).
- Provide opportunities for children to engage in gross motor activities inside such as dancing, moving to music, Simon Says, etc.
- Provide space and opportunities for children to walk, run, and climb every day.
- Provide a variety of materials (e.g., beads and snap cubes) for children to put together and pull apart.
- Develop activities or opportunities for children to practice drawing and writing with a variety of tools.



Louisiana's Early Learning & Development Standards (ELDS)



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.

School readiness not only means that children are intellectually prepared for school, but also that they have the interpersonal skills that prepare them for success in the classroom. One of the primary goals of a quality early childhood program is to foster healthy interpersonal skills in young children. To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and feelings. These characteristics help to ensure that children are able to get along and participate with others in the classroom.

Early Relationships with Adults and Peers

The development of a young child's interpersonal skills is strengthened when they feel that the adults in their lives care about them and they develop close relationships (often called "secure attachments") with their parents, teachers, and other adults who care for them. Positive relationships encourage children to care about other people and seek to understand the thoughts and feelings of others. Research has found that children who have secure, trusting relationships with their caregivers get along better with their peers and have an easier time adjusting to the demands of formal schooling. Adults can help children develop these types of positive relationships by consistently responding when children, especially babies, need something or they are upset, and by being warm and loving when caring for children.

Self-Concept

How children feel about themselves and their own sense of worth has a lot to do with later success in life. Children who have a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle any problems or difficulties that may come up. Children's self-concept develops very early in life. How children see themselves and how they feel about themselves is related to their early relationships. These early relationships help young children learn about who they are and how they are seen by others.



When caregivers and teachers respond to children with acceptance and positive regard, children feel important and they learn to feel good about themselves.

Self-Regulation: Managing Behavior and Feelings

Early childhood is a time when young children are learning to manage their impulses, desires, and emotions. Very young children (infants and toddlers) often need the support of caregivers who can provide comfort and help to soothe distressed feelings in order to learn how to regulate their feelings. As children get older, their ability to regulate and manage feelings develops some, but they often still have difficulties controlling the way they feel. Parents and early childhood educators may be able to help children learn to focus their attention, follow rules and guidelines, get along with others (e.g., learning to share), and manage or express their feelings in an acceptable way (e.g., expressing anger with words rather than hitting). Still, this is an area that can be challenging for young children, so they need consistent guidance as they learn to manage their behavior.

The Role of Temperament

One important concept in caring for young children is each child's temperament and the way a child's temperament affects how the child interacts with and relates to the world around him/her. Temperament refers to a child's "personal style." It influences the way in which he/she approaches and reacts to people and to different situations. Once caregivers understand a child's temperament, they can use this information to anticipate situations and issues before they occur.

Researchers suggest that children's temperament falls into three general categories:

Easy/flexible - These children tend to be calm and happy. They are fairly flexible and adapt easily to new situations/people.

Active/feisty – Active or feisty children often are more fussy and intense in their reactions. They tend to be more fearful of new situations and people, and can be easily upset by noise and stimulation.

Cautious/slow to warm – These children tend to be fussy and less active. They may withdraw or react fearfully to new situations; however, if given time and support, "slow to warm" children will learn to adapt and adjust to the situation.

It is important for caregivers to remember that these are general categories, and not all children's temperaments will fall neatly into one of these three categories. Also, it is important to understand that temperament traits, like personality traits, may differ in terms of the level of intensity. For example, when a stranger comes into the room, one baby with a cautious/slow to warm temperament may become uneasy and look over at the caregiver for comfort, while another infant with the same temperament may begin to cry and let the caregiver know that he/she wants to be picked up.

Finally, it is important for caregivers to remember that children's basic temperament does not change over time. While environment and interactions with caregivers and parents can affect the intensity and expression of temperamental traits, these are fairly constant throughout the course of childhood. Therefore, when we think about the Standards and Indicators described in this Domain, which we know are important areas in which children should show progress, we have to keep in mind that children may express their skills and knowledge differently, and that their temperament may affect how often and the intensity with which children respond.



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 | IS 1.1.0 Notice and respond to familiar adults, such as returning a smile. | IS 1.1.1 Mimic signs of recognition (e.g., smile, wave). | IS 1.1.2 Initiate signs of recognition with familiar adults by greeting, waving, or smiling. | IS 1.3 Demonstrate recognition of familiar adults using simple actions or words. | IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words. |
| Examples IS 1.1 | <ul style="list-style-type: none"> • infant smiles or coos when familiar adult makes eye contact • infant squeals and crawls toward familiar adult when seen during pick-up time • infant bounces and waves arms when familiar adult enters the room | <ul style="list-style-type: none"> • child holds arms up and runs to familiar adult at pick-up time when familiar adult reaches for child • child smiles at familiar adult upon seeing the adult smiling at them • child claps his hands and smiles when family members clap their hands and say, “I’m so happy you’re awake!” | <ul style="list-style-type: none"> • child says “good morning” to familiar adult and leaves familiar adult without distress • child smiles when seeing a familiar adult, such as a neighbor, in the grocery store • child waves to a familiar adult at the doctor’s office | <ul style="list-style-type: none"> • child greets familiar adult upon arrival with a hug or hive-five • child asks to sit next to a familiar adult in the cafeteria | <ul style="list-style-type: none"> • child jumps up and down and runs to hug or hive-five familiar adult, showing excitement when picked up from school • child smiles and gives a high-five to familiar adults upon seeing them • child makes a card for a familiar adult |



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| <p>Indicators IS 1.2</p> | <p>IS 1.2.0 Respond differently to familiar versus new adults, such as reaching for a familiar adult.</p> | <p>IS 1.2.1 Seek to be near familiar adults and respond cautiously to new adults.</p> | <p>IS 1.2.2 Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult's hand when entering a new place.</p> | <p>IS 1.2.3 Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.</p> | <p>IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.</p> |
| <p>Examples IS 1.2</p> | <ul style="list-style-type: none"> • infant pulls hand away when new adult reaches to touch hand • infant cries upon being passed from a familiar adult to a new adult • infant keeps distance and observes when new adults enter a room, backs away when a new adult approaches too quickly | <ul style="list-style-type: none"> • child looks at new adult with caution then moves toward familiar adult • child hugs familiar adult's leg when new adult enters the room | <ul style="list-style-type: none"> • child grabs familiar adult's hand when entering new activity • child pauses before climbing ladder to slide, looking to familiar adult before continuing • child glances up to ensure familiar adult is available while trying something new • child wakes during nap, looks for familiar adult, and returns to sleep | <ul style="list-style-type: none"> • child walks into preschool classroom and greets new adults who work at the school or center • child accepts familiar adult's explanation of why she is leaving the room and continues playing • child waves good-bye to a familiar adult and joins a speech therapist. | <ul style="list-style-type: none"> • child says goodbye to a familiar adult, such as a parent, when they are dropped off at a new setting such as school • child willingly leaves familiar adult to play with other children at a birthday party |
| <p>Indicators IS 1.3</p> | <p>IS 1.3.0 Move or cry to seek attention and comfort from familiar adults.</p> | <p>IS 1.3.1 Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read.</p> | <p>IS 1.3.2 Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill.</p> | <p>IS 1.3.3 Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.</p> | <p>IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.</p> |
| <p>Examples IS 1.3</p> | <ul style="list-style-type: none"> • infant reaches out to familiar adult to be | <ul style="list-style-type: none"> • child approaches familiar adult and | <ul style="list-style-type: none"> • child asks for help when they are unsure | <ul style="list-style-type: none"> • child asks adult to show them how to | <ul style="list-style-type: none"> • child uses words that the adult |



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| | <p>held</p> <ul style="list-style-type: none"> • infant cries when adult leaves sight • infant follows familiar adult with eyes and/or body | <p>points to diaper when needs a diaper change</p> <ul style="list-style-type: none"> • child brings a book to a familiar adult and points to the book, as a request for the adult to read it, or says, "Read book?" • child pulls adult's arm to get them to help clean up mess • child looks at familiar adult and grunts, "Uh, uh," when pointing to a toy they want | <p>of what to do by using words or gestures</p> <ul style="list-style-type: none"> • child cries out to an adult, "They took my apple!" and waits for the adult to get it back • child attempts to clean up a spill independently but seeks adult to help complete task | <p>put on their coat, then tries to put on the coat independently</p> <ul style="list-style-type: none"> • child goes to adult when too many children are in a learning center and when the adult suggests the child go to play in the block center, the child moves to the block center instead | <p>suggests to resolve conflicts with peers.</p> <ul style="list-style-type: none"> • child asks the adult if they can feed the class fish • child uses the adult's suggestions to resolve conflicts such as, "Ms. Black said we should take turns riding the bikes" |
| <p>Indicators IS 1.4</p> | <p>IS 1.4.0 Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face.</p> | <p>IS 1.4.1 Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo.</p> | <p>IS 1.4.2 Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing.</p> | <p>IS 1.4.3 Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.</p> | <p>IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.</p> |
| <p>Examples IS 1.4</p> | <ul style="list-style-type: none"> • infant smiles and laughs repeatedly when a familiar adult plays "Peek-a-Boo" • infant looks at a familiar adult and laughs multiple times when the adult acts out gestures | <ul style="list-style-type: none"> • child starts games such as peek-a-boo or run-and-chase with a familiar adult (e.g. family member) • child initiates rolling a ball back and forth to | <ul style="list-style-type: none"> • child goes back and forth between independent activity and physical contact with familiar adult (for example, leaves block tower to hug adult and then returns to blocks) | <ul style="list-style-type: none"> • at snack time, child tells adult about a family vacation • child invites adult to look at their block structure and describes what they built • child greets | <ul style="list-style-type: none"> • child tells a new adult that they would like more milk at lunchtime • child expresses curiosity about a new adult in the classroom by asking who they are and |



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| | while singing a silly song | <ul style="list-style-type: none"> familiar adults child drops their toy on the floor each time the familiar adult picks it up and returns it to the child | <ul style="list-style-type: none"> child pretends to serve adult food in dramatic play center child gestures for adult to participate in activities | classroom guest | <ul style="list-style-type: none"> why they are there child follows directions from adult volunteers on a field trip or at a party child asks a nurse questions at the doctor's office |
| Indicators IS 1.5 | IS 1.5.0 Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds). | IS 1.5.1 Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says. | IS 1.5.2 Imitate behaviors observed in familiar adults, such as pretending to cook or read a book. | IS 1.5.3 Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog. | IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book. |
| Examples IS 1.5 | <ul style="list-style-type: none"> infant smiles in response to a familiar adult's smile infant coos or babbles in response to a familiar adult talking to them infant pats back during a hug in response to a familiar adult patting their back | <ul style="list-style-type: none"> when adult makes a surprised face while playing peek-a-boo, child also makes a surprised face adult says, "There it is!" when looking for an object, and the child repeats, "There it is!" | <ul style="list-style-type: none"> child pretends to cook, "read a book," or grocery shop after watching a family member child attempts to wash hands after watching adult wash their hands | <ul style="list-style-type: none"> child tells an adult, "I like your dress." child asks a familiar adult, such as a neighbor, whether they have a dog child asks a familiar adult, "Do you take the bus to class like I do?" | <ul style="list-style-type: none"> child asks the adult to help decide which blocks to use to build a bridge child asks the adult to help sound out words when reading a new book child ask the adult to write their name on the paper first so they can practice writing |



Interpersonal Skills (IS): Relationships with Children

| Standard | IS 2: Children engage in and maintain positive relationships and interactions with other children. | | | | |
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| 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 | IS 2.1.0 Notice other infants and children, such as looking at children when they enter the classroom. | IS 2.1.1 Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy. | IS 2.1.2 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. | IS 2.1.3 Interact or play cooperatively with other children, such as asking another child, “Want to run with me?” | IS 2.1.4 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. |
| Examples IS 2.1 | <ul style="list-style-type: none"> • infant crawls toward other children when they come into the room • infant coos and moves arms and legs with excitement when a familiar child, such as a sibling, comes into room • infant looks at children as they enter the classroom • infant stops paying attention to task at hand to watch a child enter room | <ul style="list-style-type: none"> • child smiles at another child in the mirror • child pushes toy to another child • child bangs toy when sees another child bang toy | <ul style="list-style-type: none"> • child sits in a circle with a group singing “Itsy Bitsy Spider” led by the adult • child sits at a table with two other children and the adult playing with tubs of water, cups, funnels and sponges | <ul style="list-style-type: none"> • child asks another child, “Want to run with me?” • child plays with another child in the kitchen center • child says, “I want to play, too” to a group of children at recess | <ul style="list-style-type: none"> • child works with a group of children to build a house out of Lego • child explores science materials with a group of children to solve a problem • child plays board games with other children • child engages in group games such as basketball |



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| <p>Indicators IS 2.2</p> | <p>IS 2.2.0 Touch, smile, or babble to other infants and children.</p> | | <p>IS 2.2.2 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>IS 2.2.3 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>IS 2.2.4 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> |
| <p>Examples IS 2.2</p> | <ul style="list-style-type: none"> • infant smiles at another child when they wave hello | | <ul style="list-style-type: none"> • child takes turns scooping sand into a bucket after prompted by adult • child takes turns pulling each other in a wagon after prompted by adult | <ul style="list-style-type: none"> • child waits until another child is done playing on the swing and then gets on • child offers to share play dough once prompted by adult | <ul style="list-style-type: none"> • when a child is done using materials/ objects/toys that another child wants, they give it to the next child • child gives some of the materials to a child so they can play, too • child responds to the adult reminding them to share materials without redirection • child says, “I will ride the bike around the court, and then you can ride the bike around the court” |



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| <p>Indicators IS 2.3</p> | | | <p>IS 2.3.2 Interact more frequently with a familiar child, such as choosing an activity based on another child's choice.</p> | <p>IS 2.3.3 Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag.</p> | <p>IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their "best friend"</p> |
| <p>Examples IS 2.3</p> | | | <ul style="list-style-type: none"> child follows a familiar child to engage in play child chooses activity based on another child's choice child looks for familiar child upon arriving to greet them | <ul style="list-style-type: none"> child joins the same two children for several days to play tag child builds a block tower with another child in the morning and then looks at books with the same child later in the day | <ul style="list-style-type: none"> child describes another child as their "best friend" child Shows preference by inviting certain children to a party child makes crafts or pictures for preferred children |
| <p>Indicators IS 2.4</p> | | | | <p>IS 2.4.3 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.</p> | <p>IS 2.4.4 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.</p> |
| <p>Examples IS 2.4</p> | | | | <ul style="list-style-type: none"> child says, "I want to play!" and joins in with a group of children who are playing in the dramatic play center child incorporates other children into | <ul style="list-style-type: none"> child works with a small group to build a Lego house child works with a group of children to build a house out of blocks child asks if they can |



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| | | | | pretend scenarios such as playing house or restaurant | play a game with a small group of children <ul style="list-style-type: none"> child says, "Can I play?" to join a group of children |
| Indicators IS 2.5 | | IS 2.5.1 Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head "no" when another child tried to take a toy. | IS 2.5.2 Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child. | IS 2.5.3 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. | IS 2.5.4 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." |
| Examples IS 2.5 | | <ul style="list-style-type: none"> infant shakes head "no" when another child tries to take toy infant pulls adult's arm to show child is playing with a toy they want | <ul style="list-style-type: none"> after seeking assistance from an adult, child uses words suggested by the adult to resolve a conflict, such as "I didn't like it when you hit me" child asks the adult for help when another child pushes him | <ul style="list-style-type: none"> while playing in a learning center, the children begin to grab toys from one another. An adult says, "please remember to take turns." Then a child says, "we are supposed to take turns with the toys" to the other children. when an adult asks, "How can you tell someone that you don't like it when they take your blocks?" the child states, " I can use my words. I can ask | <ul style="list-style-type: none"> child gives alternative ideas or solutions to another child such as, "I'm playing with these so you can play with them" child tells an angry child to "use their words" instead of hitting when they want something child asks the adult to set the timer so that they can have their turn on the computer child apologizes to another child (e.g. sibling) and can |



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| | | | | <p>them to stop”</p> <ul style="list-style-type: none">• when an adult (e.g. family member) points out that a sibling has no toys, another child says, “You can have one of my toys if you want” | <p>explain accidents, (for example, “I’m sorry the ball hit you. I didn’t mean for it to hit you”</p> |
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Interpersonal Skills (IS): Self-Esteem

| Standard | IS 3: Children recognize themselves as individuals and express positive self-esteem. | | | | |
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| 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 | IS 3.1.0 Look at or grab hands and feet. | IS 3.1.1 Point to body parts, including feet and hands, of themselves and others when each is named. | IS 3.1.2 Able to point to and name body parts including ears, eyes, nose, feet, and hands. | IS 3.1.3 Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color). | IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color). |
| Examples IS 3.1 | <ul style="list-style-type: none"> • infant stares at hands or feet • infant tracks the movement of their hands or feet with their eyes • infant watches carefully how they move their hand to grab their foot | <ul style="list-style-type: none"> • child points to body parts correctly when singing, “Head, Shoulders, Knees and Toes” • child points to their feet when an adult asks, “Where are your feet?” | <ul style="list-style-type: none"> • child begins to sing, “If you are happy and you know it,” and says, “I am clapping my hands!” • child cries to the adult, “I scraped my arm.” | <ul style="list-style-type: none"> • child tells a familiar adult, “We both have brown hair.” • child tells another child, “You are tall and I am tall too.” | <ul style="list-style-type: none"> • child says, “I have brown hair so I will put my picture with the brown hair group.” • during a math sorting game, a child says, “We all have blue eyes so we will get in a group together” |
| Indicators IS 3.2 | IS 3.2.0 Respond to one’s own image in a mirror by smiling or moving closer. | IS 3.2.1 Recognize oneself in a mirror, such as by pointing or saying, “Me.” | IS 3.2.2 Identify oneself in photographs. | | |
| Examples IS 3.2 | <ul style="list-style-type: none"> • infant sees a reflection of self in a mirror and squeals, smiles, or pats the mirror with hands • infant sees own reflection in toys | <ul style="list-style-type: none"> • child points to self when sees self in a mirror • child says, “Me!” when sees self in a mirror | <ul style="list-style-type: none"> • child sees their photograph on their cubby, and says, “That’s my cubby!” • child responds appropriately when asked, “Is this you?” | | |



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| | <p>with mirrors and reaches out with hand to touch image</p> <ul style="list-style-type: none"> • infant sees own reflection in mirror on wall and moves closer to investigate • infant seeks out mirrors or reflective surfaces to see own reflection | | <p>when their own or another child's photo is shown</p> | | |
| <p>Indicators IS 3.3</p> | <p>IS 3.3.0 React when name is called by smiling or turning to look at caregiver.</p> | <p>IS 3.3.1 Respond when name is called by looking or moving toward a familiar adult.</p> | <p>IS 3.3.2 Use different words (e.g., I, me, mine) when referring to oneself, including first name.</p> | <p>IS 3.3.3 Use one's own first and last name.</p> | |
| <p>Examples IS 3.3</p> | <ul style="list-style-type: none"> • infant looks in adult's direction and waves arms with excitement after adult states infant's name • infant claps and smiles when their name is sung in a song • infant calms crying upon hearing name from familiar adult | <ul style="list-style-type: none"> • child looks at the adult's face when the adult calls their name • child runs to familiar adult, such as parent, when they call the child's name | <ul style="list-style-type: none"> • child says, "Me do it" when child sees adult pour milk into their cup • child signs "Mine" before pointing to their blanket. • child says, "I want it" to express a want | <ul style="list-style-type: none"> • when an adult asks a child their full name, the child responds with their first and last name | |
| <p>Indicators IS 3.4</p> | <p>IS 3.4.0 Express preferences by crying or turning away from dislikes and</p> | <p>IS 3.4.1 Express preferences for objects, activities, and people using gestures,</p> | <p>IS 3.4.2 Indicate preferences when asked, such as choosing juice over milk</p> | <p>IS 3.4.3 Express likes and dislikes, and make choices based on</p> | |



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| | reaching for preferred objects, activities, and people. | signs, or words, such as choosing a shirt to wear or which food they would prefer. | or coloring with crayons over finger painting. | personal preferences, such as choosing a playground or center activity. | |
| Examples IS 3.4 | <ul style="list-style-type: none"> • infant reaches for their bottle, pulling it away from the adult, so they can hold it themselves • infant cries or turns head away from the spoon when familiar adult attempts to feed them certain foods • infant looks toward the source of a familiar song | <ul style="list-style-type: none"> • child says, "No" and has tantrum when being put in a car seat • child turns head away from food they do not want • child points to shirt they want to wear when shown two shirts to choose from | <ul style="list-style-type: none"> • when an adult asks, "Would you like milk or juice?" child chooses juice because they prefer juice • child chooses to use crayons instead of finger paints in the art area when offered options because they don't like to have paint on their hands • child says, "No," when asked if they want more milk because they don't want more | <ul style="list-style-type: none"> • child show preference for foods by saying, "I don't like the taste of tomatoes." • child chooses own materials for activity • child chooses what activity they want to participate in on the playground and/or during center time | |
| Indicators IS 3.5 | IS 3.5.0 Express satisfaction at accomplishing things such as holding a bottle or rolling over. | IS 3.5.1 Demonstrate a sense of satisfaction when accomplishing simple tasks, such as smiling or clapping during play or chores. | IS 3.5.2 Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others, such as putting on their own shoes and exclaiming, "I did it!" | IS 3.5.3 Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!" | IS 3.5.4 Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes. |



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| <p>Examples IS 3.6</p> | <ul style="list-style-type: none"> smiles while holding bottle on his own looks at familiar adult as he rolls over and coos | <ul style="list-style-type: none"> child smiles when successfully puts a shape into the correct hole in the shape sorter child claps after putting a toy in the correct bin | <ul style="list-style-type: none"> child smiles after putting on their own shirt child exclaims, "I did it!" after accomplishing a task such as a puzzle or building a tower with blocks | <ul style="list-style-type: none"> child independently brushes teeth and then says, "My teeth are all clean!" child explains proudly to the adult, "I turned off the lights before walking out of the room" | <ul style="list-style-type: none"> child says "Look at me! I wrote my name on the paper!" when an adult offers help with a difficult puzzle, the child says, "I think I can do it by myself!" child offers to help other children tie their shoes after tying their own shoes |
| <p>Indicators IS 3.6</p> | | <p>IS 3.6.1 Express pride over accomplishments, such as stacking blocks or cleaning up after playing.</p> | <p>IS 3.6.2 Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult.</p> | <p>IS 3.6.3 Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself."</p> | <p>IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).</p> |
| <p>Examples IS 3.6</p> | | <ul style="list-style-type: none"> child points to show adult they put a toy in the basket child says, "I did it!" or points when stacks two blocks | <ul style="list-style-type: none"> child uses the bathroom independently and exclaims, "I went potty" child draws a picture and proudly gives it to adult | <ul style="list-style-type: none"> when an adult asks a child how they feel about getting dressed, the child states, "I did it; I put my socks on by myself!" adult tells children to share something about the day that made them feel happy, and the child states, "I am happy that I drew a picture of my dog today!" | <ul style="list-style-type: none"> child use positive words to describe themselves, such as good friend, good helper, smart, etc. child says something such as, "I am good at drawing" |



Interpersonal Skills (IS): Self-Regulation

| Standard | IS 4: Children moderate their behavior and respond to the expressed feelings of others. | | | | |
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| 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 | <p>IS 4.1.0 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.</p> | <p>IS 4.1.1 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.</p> | <p>IS 4.1.2 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.</p> | <p>IS 4.1.3 Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, “Ugh, I can’t do it.”</p> | <p>IS 4.1.4 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.”</p> |
| Examples IS 4.1 | <ul style="list-style-type: none"> • infant smiles at children as they enter the classroom • infant moves away from loud sounds • infant cries when diaper is dirty | <ul style="list-style-type: none"> • child says, “Uh oh!” when drops cup on the floor • child claps and smiles when favorite song comes on • child runs to familiar adult when a unfamiliar adult enters the room • child makes a sad face when not included | <ul style="list-style-type: none"> • child stomps feet and pushes a puzzle away, because child does not understand how to complete the puzzle • child greets familiar adults with smiles, hugs and saying, “I love you!” • child cries and looks sad when familiar adult leaves after dropping off at early learning site • child laughs and smiles when watches familiar adult pretends to be a chicken | <ul style="list-style-type: none"> • child says, “I’m so excited to go on vacation!” • child shouts in frustration, “Ugh! I can’t do it.” • child hides face in hands when feeling embarrassed or shy • child says, “I don’t like that” when another child does something to upset the child | <ul style="list-style-type: none"> • child shouts, “I’m so excited we’re going to the zoo today!” while jumping up and down • when questioned by teacher about why they look upset, child expresses disappointment that a field trip was canceled • child tells another child, “I’m mad at you because you don’t want to play my game” • child says, “I’m so happy you are here!” |



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| | | | | | <ul style="list-style-type: none"> child says, "It's not fair, because I wanted the toy" when encouraged by an adult |
| Indicators IS 4.2 | IS 4.2.0 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). | IS 4.2.1 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. | IS 4.2.2 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?" | IS 4.2.3 Accurately name one's own basic feelings (e.g., happy; mad; sad), such as a child expressing, "I am excited." | IS 4.2.4 Accurately name one's own feelings and identify them in various situations, such as a child asking for a hug when feeling sad. |
| Examples IS 4.2 | <ul style="list-style-type: none"> infant frowns or smiles when an adult frowns or smiles infant stops crying when an adult uses a soothing voice infant laughs when an adult laughs | <ul style="list-style-type: none"> child makes a stern face and says, "No, no," while watching the adult tell a child they may not take away a toy from another child child smiles and waves hi when they see the adult smile and wave as someone enters the room | <ul style="list-style-type: none"> child makes facial expressions to match a feeling an adult names (e.g., Adult says, "Show me your happy face," and the child smiles.) child laughs when the adult asks, "What do we do when something is funny?" | <ul style="list-style-type: none"> child says, "I am so happy you are playing with me." when a familiar adult asks, "How are you feeling today?" the child answers, "I am sad" with a frown or "I am excited," with a smile or laughter | <ul style="list-style-type: none"> child misses a familiar adult and says, "I'm sad." child tells the adult they are feeling sad and asks for a hug to help them feel better child draws a picture that shows a smiling face to give to a familiar adult and says, "Drawing makes me happy!" |
| Indicators IS 4.3 | IS 4.3.0 React to others' expressions of feelings, such as beginning to cry when another child cries. | IS 4.3.1 Respond to others' feelings with adult support, such as consoling another | IS 4.3.2 Respond in caring ways to others' expressions of feelings, such as taking a blanket to a crying child. | IS 4.3.3 Accurately name basic feelings in others and respond with care and concern, such as | IS 4.3.4 Accurately name feelings in others, predict causes, and respond with care and |



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| | | crying child when prompted by an adult. | | asking other children, "What's wrong?" and trying to comfort or cheer them. | concern (e.g., "He's sad because someone took his toy. He can have mine."). |
| Examples IS 4.3 | <ul style="list-style-type: none"> • infant turns head toward another baby who is crying and begins to cry • infant observes another infant cooing and kicking their feet and then begins to squeal and kick their feet, too | <ul style="list-style-type: none"> • with adult encouragement, child hugs and pats sibling or another child when they are crying • child smiles or laughs when encouraged to do so by a familiar adult or when another child smiles and laughs. • with adult modeling, the child says, "Uh, oh!" when sees another child fall down | <ul style="list-style-type: none"> • child hugs a child who fell down • child takes a blanket to a crying child • child gives another child a toy when seen unhappy after their adult leaves | <ul style="list-style-type: none"> • child states, "Emily's sad" as they stand next to another child and offers them their favorite toy to cheer them up • child asks other children and familiar adults, "What's wrong?" and tries to comfort or cheer them up | <ul style="list-style-type: none"> • when a child sees another child is missing a familiar adult, such as a caregiver or parent, comforts that child. • child draws a picture for a friend because they know it will make them happy • child says, "I'm sorry" to another child after the other child gets a scrape. • child engages with another child in a positive way to help improve their mood when another child is feeling sad or lonely |
| Indicators IS 4.4 | IS 4.4.0 Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it). | IS 4.4.1 Accept some redirection from adults, such as sharing a toy when reminded to share by an adult. | IS 4.4.2 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. | | |



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| <p>Examples IS 4.4</p> | <ul style="list-style-type: none"> • infant cries when another infant invades her space too quickly or is too rough • infant startles when older infants make loud noises or approach too fast • infant chews on teething toy because it soothes mouth • infant grabs a cookie from another child when hungry instead of waiting to be handed a cookie | <ul style="list-style-type: none"> • child shares toy when reminded to share by an adult • when familiar adult says, “Let’s sit for lunch,” child sits in chair • child stops running in the classroom when adult says, “Please use your walking feet” | <ul style="list-style-type: none"> • child stops splashing water during hand washing after reminder from adult that the mess will have to be cleaned up • child chooses a different center when the adult reminds them that all the clips have been chosen for that center • child begins walking rather than running when the adult reminds them that “to stay safe we walk in the classroom” | | |
| <p>Indicators IS 4.5</p> | | <p>IS 4.5.1 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.</p> | <p>IS 4.5.2 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.</p> | <p>IS 4.5.3 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.</p> | <p>IS 4.5.4 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.</p> |
| <p>Examples IS 4.5</p> | | <ul style="list-style-type: none"> • child crawls into bed when familiar adult says, “Time for bed” • when adult puts bib on, child walks to high chair to eat | <ul style="list-style-type: none"> • child says, “Bye, bye” and waves to the adult when leaving at the end of the day • child begins to clean up toys in center when | <ul style="list-style-type: none"> • child stops playing, cleans up and goes to the snack table after only a few reminders • child uses | <ul style="list-style-type: none"> • child transitions from home to early learning site using a routine to ease anxiety such as a wave from the |



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| | | <ul style="list-style-type: none"> child puts arms up to remove shirt when a familiar adult, such as a parent says, “It’s bath time” | <p>adult plays the clean-up song and models cleaning up</p> | <p>bathroom after reminder from adult that it is time to go</p> <ul style="list-style-type: none"> child prepares for nap after prompt from adult by putting mat in place and getting blanket | <p>window or a hug goodbye</p> <ul style="list-style-type: none"> child greets visitors in class then continues painting picture child transition easily through routines, such as moving from play inside to play outside and then to clean-up time with adult prompts. child follows a routine and prepares to go home because familiar adult came to pick the child up early |
| <p>Indicators IS 4.6</p> | | <p>IS 4.6.1 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.</p> | <p>IS 4.6.2 Experiment with effects of one’s own actions on objects and people, such as reaching for a plate when sitting down for a meal.</p> | <p>IS 4.6.3 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.</p> | <p>IS 4.6.4 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.</p> |
| <p>Examples IS 4.6</p> | | <ul style="list-style-type: none"> child squeals and jumps up and down, then looks at friends child bangs on drums, then looks at adult to see reaction | <ul style="list-style-type: none"> child pushes lever to make ball roll down ramp and repeats to see whether same action occurs child reaches or signs for plate when seated | <ul style="list-style-type: none"> child says, “We walk inside so we won’t bump into others” child chooses to ask an adult for help instead of | <ul style="list-style-type: none"> child choose not to throw sand on another child again because of the consequences from the last time child tells another |



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| | | | at table for meals | taking a toy from another child | child “If you leave the caps off the markers, they dry out.” |
| Indicators IS 4.7 | IS 4.7.0 React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset. | IS 4.7.1 Use simple behaviors to soothe oneself when upset, such as moving to a caregiver’s side when hearing loud thunder. | IS 4.7.2 Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models. | IS 4.7.3 Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support. | IS 4.7.4 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. |
| Examples IS 4.7 | <ul style="list-style-type: none"> • infant looks away when over stimulated by another child • infant hugs familiar adult and stops crying when adult rocks them in a rocking chair | <ul style="list-style-type: none"> • child uses a comfort object (such as a favorite stuffed animal, a blanket, etc.) when upset • child moves to adult’s side when hears loud thunder | <ul style="list-style-type: none"> • child practices breathing strategies with adult • child sits with a calm body for whole group time after adult models how to sit calmly | <ul style="list-style-type: none"> • child tries deep breathing when angry or upset when modeled by an adult • adult guides child to throw small bean bags into basket to get out frustration • child looks through family album when sad that family is not at early learning site, after prompt from adult | <ul style="list-style-type: none"> • child sits down for snack time but begins to walk around until the adult reminds them to sit until they are finished eating • child sings a song with adult while waiting for their turn to swing |
| Indicators IS 4.8 | IS 4.8.0 Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a | IS 4.8.1 Look toward familiar caregivers for help when becoming upset. | IS 4.8.2 With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting | IS 4.8.3 Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take | |



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| | familiar adult sings a lullaby. | | at a table and waiting for snacks to be distributed. | a turn riding a tricycle. | |
| Examples IS 4.8 | <ul style="list-style-type: none"> stops crying when picked up by a familiar adult infants allows familiar adult to rock them when they are tired rather than pushing the adult away infant stops crying when familiar adult sings a soothing song | <ul style="list-style-type: none"> when blocks fall down, the child looks at familiar adults and says "Uh oh," and points to blocks. child spills water, then pulls familiar adult's arm to show then the water | <ul style="list-style-type: none"> child expresses a desire to go play outside. The adult says, "We will go outdoors after the toys are cleaned up," and the child assists in the clean-up transition. child tells the adult they are hungry. The adult says, "We have lunch after we finish this activity." The child continues with activity rather than crying and continuing to ask for lunch | <ul style="list-style-type: none"> child demonstrates strategies for waiting, such as not looking at the desired item child distracts self by singing, rocking, or making faces while waiting for something, such as being served a snack | |
| Indicators IS 4.9 | | | <p>IS 4.9.2 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>IS 4.9.3 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>IS 4.9.4 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> |
| Examples IS 4.9 | | | <ul style="list-style-type: none"> Moves away from the block station to the sand table to continue playing. Puts away the baby | <ul style="list-style-type: none"> asks for a favorite toy when upset Goes to sit on the bean bag and takes deep breaths to | <ul style="list-style-type: none"> tells teacher another child is not sharing the crayons waits turn to ride on the tricycle |



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| | | | doll and gets ready to eat lunch. | calm down after another friend is using the toy they want. | |
| Indicators IS 4.10 | | | IS 4.10.2 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. | IS 4.10.3 Follow schedules with few reminders, such as cleaning up toys and joining group activities. | IS 4.10.4 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. |
| Examples IS 4.10 | | | <ul style="list-style-type: none"> at the end of center time, the adult sings the cleanup song and helps guide the children in cleaning up the block area | <ul style="list-style-type: none"> when adult rings a bell to signal clean up time, the child begins to clean up at the end of lunch the adult points to the class schedule and asks, "What will we do after lunch?" A child says, "It will be story time." When lunch is over, the children move to the carpet for story time | <ul style="list-style-type: none"> adult remind children in a learning center that they will have to put away all of the toys they take out, so children decide to only take out a few toys. at the end of outdoor play time, children wash their hands and line up to prepare for lunch. |



STRATEGIES FOR INTERPERSONAL SKILLS

Infants

- Provide for attachment needs by establishing a primary caregiver system.
- Realize that young infants differ widely in their ability to quiet themselves when they are upset. The comfort you offer will need to be different for each child.
- Encourage young infants' expressions of pleasure by responding to them and following their lead in interactions. Be a partner in play with them.
- Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, dressing, and diapering.
- Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
- Realize that very young infants have limited resources for expression; crying may be all they are able to do at this early stage. Caregivers should respond quickly and sensitively to an infant's cries. This signals the infant that his/her needs are important and will be taken care of promptly.

Toddlers

- Include plenty of materials in the environment to allow children to express feelings (e.g., dramatic play props, art, music/songs, puppets, and sand/water play for children over 18 months).
- Help young toddlers become more independent. Allow them to do more for themselves and offer them appropriate choices.
- Toddlers often respond with a loud "NO!" even when they really mean, "YES." Try not to ask questions that require a "yes" or "no" answer. For example, say, "Would you like oatmeal or cereal for breakfast?"
- Help toddlers deal with their fears by providing a safe environment and by offering them comfort when they are frightened.
- Provide words for the toddler's feelings (e.g., to Kendall who breaks into a big smile as his father enters the room, say, "Kendall, I can see you're happy to see Dad.>").
- Know each child in your care and respond to his or her individual needs. Keep notes on children so you can provide the individual attention that each needs.
- Focus on children's positive qualities – their accomplishments and things they can do well (e.g., "You buttoned your coat all by yourself.>").

3-Year-Olds

- Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
- Comment on and encourage positive interactions. Model positive and respectful communication between adults.
- Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very happy."
- Focus on children's positive qualities – their accomplishments and things they can do well.
- Model the type of interactions with others you want children to develop: affection, empathy and gentleness (e.g., tell a child if you are angry but never react in anger by shaking or jerking).
- Include plenty of materials in the environment to allow children to express and share feelings and to role-play [e.g., dramatic play props (dolls, dress-up clothes, small people/figures), sand/water play; art, music and songs, puppets, books, etc.].

4-Year-Olds

- Clearly state behavior expectations and provide specific feedback when children behave well.
- Model self-control by using self-talk: "Oh, I can't get this lid off. I am feeling frustrated [take a deep breath]. That's better. I'll try again."
- Coach children to express their feelings verbally, using either their home language or English.
- Read books that include conflicts or problems requiring cooperation. Ask children to predict what will happen next, or after reading, ask them to provide alternative solutions.
- Help children who are having difficulty making friendships with others by planning cooperative activities like buddy painting or collages. Teach these children how to initiate and sustain peer interactions.
- Make sure the learning environment is welcoming to every child and reflects his/her identity and culture. Use photos of children and family members, displays of children's work, and their names for functional purposes like taking attendance, storing belongings, or assigning jobs.