

# Module 1A: Outline & Manual

*Connecting the Pieces: Using Standards with Preschoolers*

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## Module Description

This session will provide early childhood educators with a foundational understanding of early childhood development and learning, and the Louisiana Early Learning and Development Standards. Information will be presented related to theories of early childhood development and learning, developmentally appropriate practices, and the purpose, structure, organization, components, and uses of the Louisiana Early Learning and Development Standards. Educators will learn why this information is key to their work as early care and education providers and will practice putting their newly acquired knowledge into practice through hands-on activities that can be easily transferred into practical applications within their classrooms.

### Pre-Work

- Ensure participants have a copy of *Louisiana Birth to Five Early Learning and Development Standards*
- Prep Walk-About Activity by writing examples on separate sheets of chart paper (*see page 3*)

### Materials

- Chart paper and markers
- Yellow sticky notes
- Orange sticky notes
- Blue sticky notes
- Pink sticky notes
- Copy paper
- Pencils or pens for participants
- Handouts
  - *Pre/Post Assessments*
  - *Key Terms*
  - *Teacher Planning Form*
  - *Action Plan (optional)*

## Learning Outcomes

Candidates who actively participate in this session will be able to...

- Use the Louisiana Birth to Five Early Learning Development Standards to plan developmentally appropriate activities for preschoolers
- Write learning outcomes for preschoolers
- Create an alignment between standards, curriculum, and assessment
- Use Louisiana Birth to Five Early Learning Development Standards to plan developmentally appropriate activities for preschoolers with special needs
- Identify various influences on a child's development

## Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
Multiple Influences on Learning	5 minutes
Key Terms	15 minutes
The Teaching Learning Cycle	5 minutes
Overview of the Domains in Louisiana's Birth to Five Early Learning & Development Standards (ELDS)	30 minutes
Connecting Standards to Play	20 minutes
Connecting Standards to Classroom Environment	10 minutes
Connecting Standards to Lesson Plans	15 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

## Walk-About Activity

### Example #1

Understands numbers, ways of representing numbers, and relationship between numbers and quantities.

### Example #2

The child will learn to count a set of 5-10 objects.

### Example #3

While reading a book in the reading center, the child pointed to a question mark and said, “Look, there’s a question mark at the end of the sentence!”

### Example #4

The teacher will place a large set of blocks and 3-4 stuffed animals in the block center. The teacher will encourage children to work together to build a habitat for the animals.

### Example #5

Develop appropriate health and hygiene skills.

### Example #6

Ask children to predict what they think will happen when you mix yellow and blue colored water.

### Example #7

The child will learn how to retell a story using props.

### Example #8

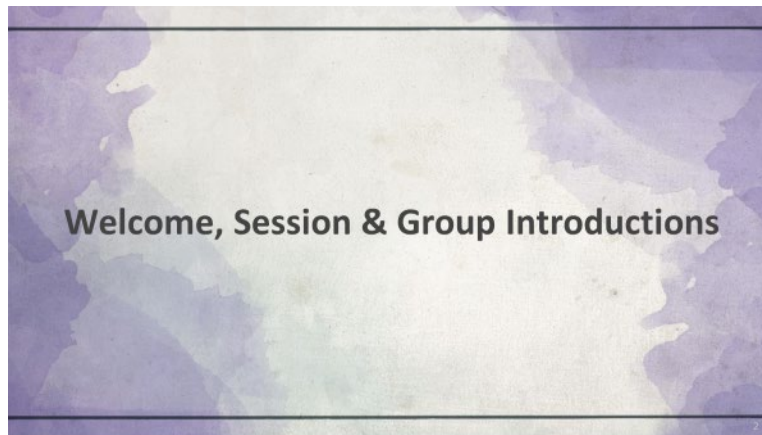
The child identified 20 lowercase letters.

# Training Manual



*Distribute the Pre-Assessment Evaluation as participants enter the training.*

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*

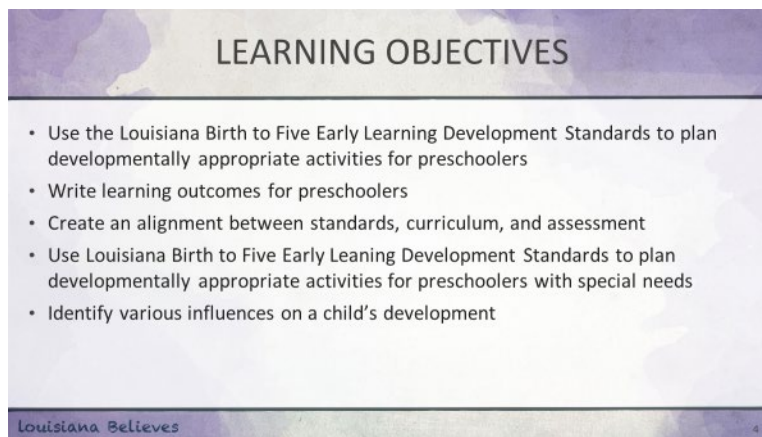
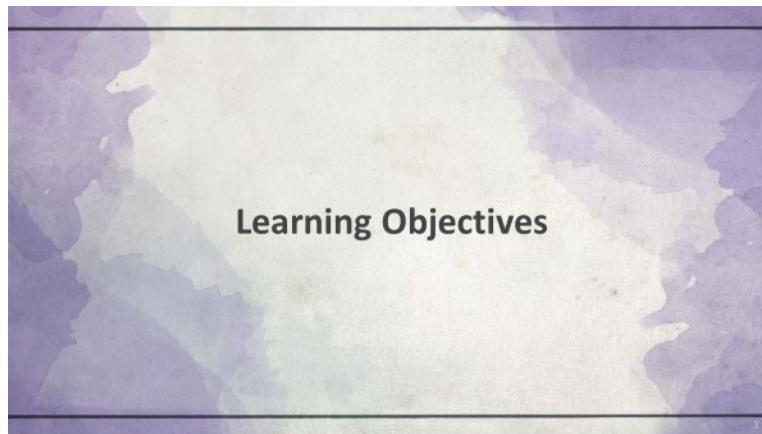


Welcome to Connecting the Pieces: Using Standards with Preschoolers. I am \_\_\_ and I have the pleasure of being your trainer today.

Today we are going to learn how to use the Birth to Five Standards to plan meaningful and developmentally appropriate activities for preschoolers. You will have the opportunity to share ideas with one another and engage in activities related to today's content. The more you participate the more you gain from the session.

If you haven't already done so, please complete the pre-assessment survey and I will collect them.

*Provide any information about restroom locations, policies (cell phones on silent), and emergency exits.*



This training will provide you with ideas on how you can use these standards to improve upon the work you do with young children. The training is divided into four key areas.

- First, in “Getting Started” we will review why your work with young children is important.
- During “Examining Key Components”, you will develop an understanding of the teaching learning cycle and multiple **influences on early development**. You will also identify key terms such as assessment and learning outcomes.
- After that we will cover “Taking a Closer Look: An Overview of the Louisiana Early Learning & Development Standards” which will provide you an opportunity to learn more about standards and the opportunity to identify the five domains in the ELDS.
- We will end with “Putting It All Together: Planning for Preschoolers Using Standards” where you will have an opportunity to learn to **design learning outcomes for preschoolers; practice methods for aligning standards, curriculum, and assessment for preschoolers; and plan experiences for preschoolers that align with Louisiana’s Birth to Five ELDS and Tier 1 curriculum.**

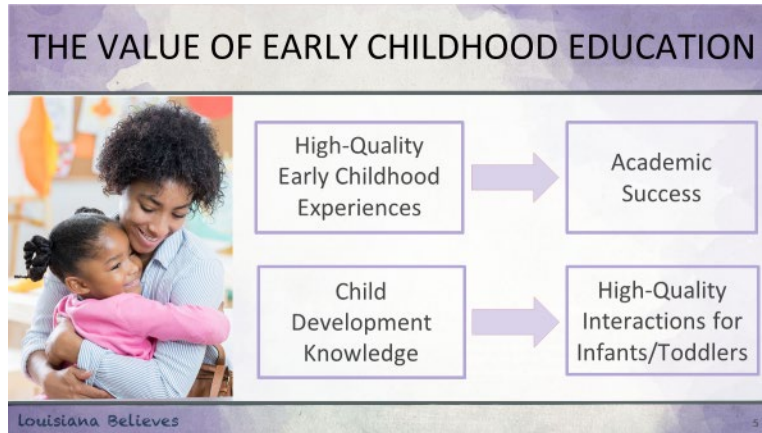
Are there any additional points we should add to our list of objectives for today?

*Record responses on chart paper.*



If you think about putting together a puzzle, we will follow a similar approach. We will start with the big picture, similar to looking at the complete picture on a puzzle box, then review individual components before connecting the information to develop meaningful plans for preschool children.

While I realize that each program may have their own curriculum, lesson plan formats, and assessment tools, you will see how the Louisiana Birth to Five Early Learning & Development Standards can be used as a resource to further guide your work with preschoolers. Let's get started!

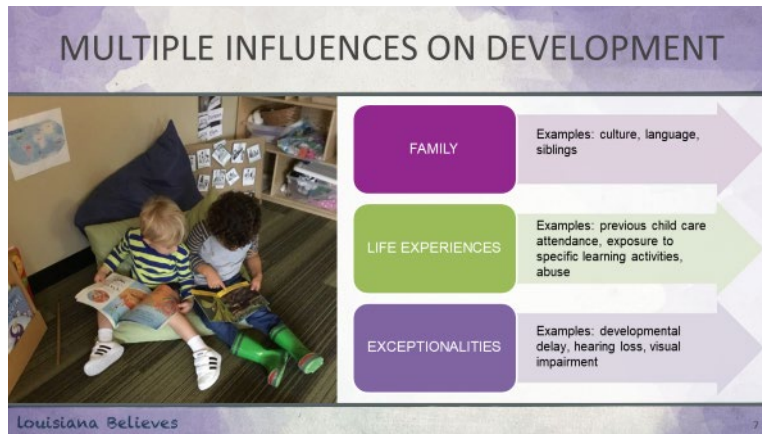


As we start this session, I want to express the importance of your work with young children. You make a difference in the lives of young children each day! Educational research has consistently shown a strong correlation between the quality of early childhood experiences and later academic success.

It is important that we provide children with the foundational experiences needed for them to become successful learners. Also, your knowledge and expertise in child development directly impacts your interactions and experiences with children. By attending trainings such as this one today, you can continue to build upon your professional knowledge which will impact your interactions with children in the classroom.



Now we will take a look at some of the key components and background information for using standards with young children.



When planning experiences for young children, it is important to get to know the children and families in your class. What are their interests? What are their strengths? In which developmental domain does a child need the most support? Every child is unique and will come to you with different needs. Research shows that there are multiple influences upon a child’s development. Family, life experiences, and a disability are all factors that can affect a child’s development.

More information about each of the factors listed is below. You may ask participants to share professional experiences related to the information on this slide. Can you think of other examples of factors that may influence how a child learns and develops?

**Family:** Families may have certain cultural beliefs or practices that influences what children are exposed to or what children are expected to learn. For example, if a family’s culture discourages children from initiating conversations with adults, a child may need more support with the social-emotional and language standards that involved interactions with trusted adults.

*Note: The related standards/indicators for this example include...*

- *Standard SE1 – Develop healthy relationships and interactions with peers and adults*
- *Pg. 79 Indicator 4.9 – Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem solving*
- *Pg. 58 Standard LL1 – Comprehend or understand and use language; Indicator 4.2 – Listen and respond attentively to conversations*

Children who are learning to speak multiple languages may be able to communicate better in one language over another. This is good to keep in mind for assessment purposes. Many of the strategies you use for children who only speak English are also appropriate to use for children who are English Language Learners.

For example, labeling actions and feelings, using visual cues and gestures, and using environmental print in English and the child’s home language. More strategies for English Language Learners can be found in Appendix F of the ELDS (pg. 94).

Other relatives in the home can also influence children’s development. This includes if a child has siblings or other relatives that live in the home. A child who has a sibling may have more opportunities to interact with other children whereas a child without siblings may need more support interacting with peers. Family influences may also include interactions with extended family members who live in the home.



**Life Experiences:** The 12 Principles of Child Development states “children’s experiences shape their motivation and approaches to learning.” For example, a new preschooler in your class who previously attended a high-quality early learning program may enter your classroom ready to learn and easily adapt to the daily classroom routines and schedule.

Traumatic experiences such as abuse or neglect can have a negative impact on a child’s motivation and approach to learning. According to Maslow’s hierarchy of needs, children need to have their basic needs met in order to reach their full potential.

**Disability:** A child’s development may be influenced by a disability. Conditions such as autism, down syndrome, hearing loss, and spina bifida can cause a delay in various areas of development such as cognitive, motor, or language development.

Planning for children with a disability is often a team approach which includes the family and the child’s therapists. A teacher may use a child’s Individualized Education Plan, or IEP, to plan experiences related to the individual goals for the child with a disability.

STANDARDS		
Key Term	Definition	Example
Standards (ELDS)	Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.	Infants and toddlers will develop a positive self-identify and a sense of belonging.

Louisiana Believes

Throughout this presentation, you will hear various terms. It is important for you to know what these terms means and how they are relevant to your work with young children. We will take a look at four key terms – standards, learning outcomes and learning experiences, and assessment.

**Standards** are **concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.** Programs may use various standards that may align with the Louisiana Birth to Five Early Learning & Development Standards. During the training today, when we talk about standards, we are referring to the Louisiana Birth to Five Early Learning & Development Standards, also known as ELDS. If your program uses a curriculum identified as a Tier 1 curriculum by the state of Louisiana, they have shown how the standards in the curriculum align to Louisiana’s standards. Comprehend and use increasingly complex and varied vocabulary is an example of a standard found in the ELDS.

The Louisiana Birth to Five Early Learning & Development Standards, also known as the ELDS, can help you determine what experiences to offer based on your age group and give you guidance on how to support children’s learning and development throughout the day. We will use the Birth to Five ELDS throughout the training today.

LEARNING OUTCOMES		
Key Term	Definition	Example
Learning Outcomes	Statements regarding what children will learn through an activity (not what they will do).	The preschooler will learn characteristics of various types of bears.

Louisiana Believes 9

Learning Outcomes are **statements regarding what children will learn through an activity (not what they will do)**. Learning outcomes should be based upon the standards and should be appropriate for diverse learners. An example of a learning outcome is **“the preschooler will learn characteristics of various types of bears.”**

Notice that a learning outcome is written in terms of the goal or outcome for the child. You will have an opportunity today practice writing learning outcomes.

CURRICULUM AND LEARNING EXPERIENCES		
Key Term	Definition	Example
Curriculum and Learning Experiences	The lessons and content being taught in a classroom or program; often includes recommended materials for the classroom environment.	Ask children to identify similarities and differences between a panda bear and a koala bear.

Louisiana Believes 10

The term curriculum refers to the **lessons and content being taught in a classroom or program**. Curricula often includes **recommended materials for the classroom environment**. When referring to one specific activity that you may do with children, this referred to as a learning experience. A curriculum usually includes multiple learning experiences that teachers can provide to children.

An example of a learning experience is **“Ask children to identify similarities and differences between a panda bear and koala bear.”** Throughout the day, you engage in numerous learning experiences with children, even during your daily routines such as washing hands.

What curriculum do some of you use in your program? *Allow participants time to respond.*

Curricula may differ in the amount of resources and depth of the material. However, it is important to note that in Louisiana, all Tier 1 curricula should align with the standards for our state and include developmentally appropriate

experience. Today we will not discuss a specific curriculum. We will discuss how to use standards to support the learning experiences you offer no matter which curriculum your program uses.

ASSESSMENT		
Key Term	Definition	Example
Assessment	Methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.	The child pointed to the picture of the koala bear in the book and stated, "The koala bear eats eucalyptus leaves."

Louisiana Believes 11

Lastly, the term assessment refers to the **methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.**

An example of an anecdotal record used for assessment is, **"the child pointed to the picture of the koala bear in the book and stated, 'the koala bear eats eucalyptus leaves.'"** Documentation is required to accurately assess young children. Many early childhood classes use anecdotal notes, pictures or videos, and/or work samples to document children's knowledge. Many Tier 1 curricula have their own assessment tools.

What are some of the assessment tools you use in your program?

*Allow participants time to respond. Possible answers include Teaching Strategies GOLD®, COR Advantage, and Battelle Developmental Inventory.*

Although we will not discuss assessment in detail in today's session, it is important you know the relationship between learning outcomes, learning experiences, and assessment.

**IDENTIFYING KEY TERMS**

Ex. Understands numbers, ways of representing numbers, and relationship between numbers and quantities

Color	Term
Blue	Standard
Yellow	Curriculum and Learning Experience
Pink	Learning Outcome
Orange	Assessment

Louisiana Believes 12

Let's practice identifying some of the terms we just learned.

On your table you will find various color sticky notes. The blue sticky note is for a standard, the yellow is for a learning experience, the pink is for a learning outcome, and the orange is for assessment.

Posted around the room are various examples on chart paper. On the chart that is labeled Example 1, it says "Understands numbers, ways of representing numbers, and relationship between numbers and quantities". You will place the sticky note that represents the term you believe best defines this example. For example, if you think "Understands numbers, ways of representing numbers, and relationship between numbers and quantities" is a learning experience, you will place a yellow sticky note on the chart. You can use your handout on key terms to assist you.

You may now get up and go to the various charts and place your colored sticky note on the chart. Please return to your seat when you are finished.

***Trainer Note: Alternative Activity Options:***

1. Print multiple sets of the matching activity handout and pre-cut the examples and terms. Divide participants into pairs and have each group match the examples with the terms. Review answers with participants after activity. Ask them why each term was selected and have them share their reason. Answers are below.
2. Read each example one at a time and have participants identify the corresponding term and why they selected the term.

Review answers with participants.

**ANSWER KEY:**

1. Understands numbers, ways or representing numbers, and relationships between numbers and quantities.

**Answer – Standard**

2. The child will learn to count a set of 5-10 objects.

**Answer – Learning Outcome**

3. While reading a book in the reading center, the child pointed to a question mark and said, "Look, there's a question mark at the end of the sentence!"

**Answer – Assessment**

4. The teacher will place a large set of blocks and several toy animals in the block center. The teacher will encourage children to work together to build a habitat for the animals.

**Answer – Curriculum and Learning Experience**

5. Develop appropriate health and hygiene skills.

**Answer – Standard**

6. Ask children to predict what they think will happen when you mix yellow and blue colored water.

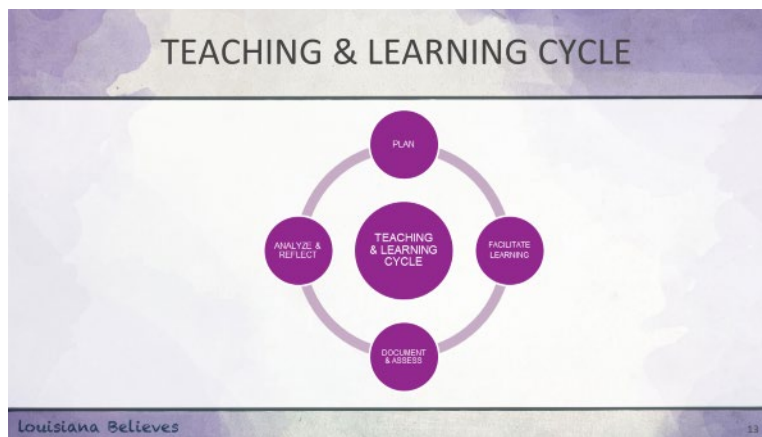
**Answer – Curriculum and Learning Experience**

7. The child will learn how to retell a story using props.

**Answer – Learning Outcome**

8. The child identified 20 lowercase letters.

**Answer – Assessment**



Now that you know the key terms related to planning, let's see how they are interrelated and connect to what you do each day.

This is the teaching and learning cycle. It shows the ongoing cycle of planning, facilitating learning (or teaching), documenting and assessing students' knowledge and skills, and reflecting on children's strengths, interests, and needs. Engaging in this process helps educators make meaningful connections with children that supports their growth and development.

*Point to each component of the cycle as you discuss it.*

**Plan:** Planning refers to the process of preparing the environment, materials, and learning experiences that you will offer children. This may include developing a lesson plan, making changes to how you set up your room, planning how you will transition children from one activity to another.

It is important to note that the teaching learning cycle does not always start with planning. For example, you may analyze assessment data received for a new child in your class and then incorporate some of the information into your next lesson plan.



What resources do you use to help you plan? *Allow participants time to respond.*

Planning is an important part of the process and using the standards can help guide you on the selection of meaningful and appropriate experiences to preschool children.

**Facilitate:** Facilitating learning refers to the language and interactions between teachers and children throughout the day. It does not only occur during teacher-guided experiences, it should occur throughout the day during daily routines and natural interactions. For example, an impromptu conversation with a child about a leaf he found on the playground is an opportunity to facilitate learning. The CLASS observation tool is a tool that provides strategies for facilitating learning.

What is a strategy that you use to facilitate learning? *Allow time for participants to respond and thank them for sharing.*

Throughout the day you may use several teaching strategies like asking questions, providing assistance, or modeling ways to solve problems. New strategies can be learned by attending professional development and receiving feedback from early childhood administrators and coaches.

**Document & Assess:** Documenting and assessing children’s knowledge is critical for creating meaningful experiences for children that support their growth and development. We have previously defined and discussed assessment and how it is used in early childhood programs. No matter which tool you use, assessment is an important part of the process in helping children move to the next level of development.

**Analyze & Reflect:** Analyzing and reflecting upon documentation and assessment is an important step to guide your plans with children. This involves reviewing documentation on a regular and ongoing basis to determine children’s strengths, needs, and interests.

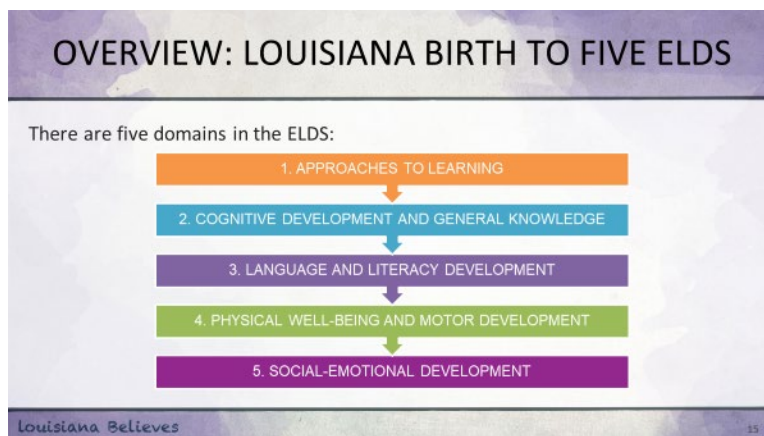
It will help answer the questions:

- What skills have children mastered?
- What is still challenging for children?
- What are children’s interests?

Reflection may occur at other times during the process. For example, you may reflect after a learning experience to determine what went well or what changes you would make if you repeated the experience in the future.

## Taking A Closer Look: An Overview of the Louisiana Early Learning & Development Standards (ELDS)

Now we will begin to take a look at the Louisiana Early Learning & Development Standards, also known as the ELDS. For this part of the training, you will need access to the ELDS. A paper copy or an electronic copy is acceptable.



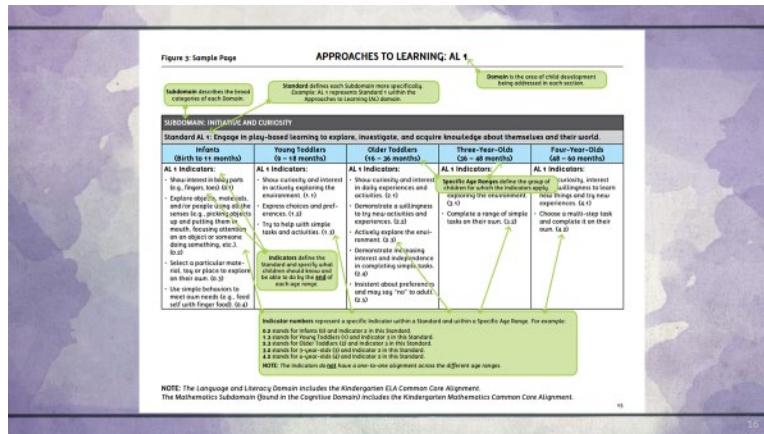
The Early Learning and Development Standards are organized into five domains of children's development:

- 1. Approaches to Learning**
- 2. Cognitive Development and General Knowledge**
  - a. Cognitive Development is an area of development that is somewhat broader than the other domains. It includes the subdomain areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies. Each of these subdomains of Cognitive Development includes a description and explanation of its importance.
- 3. Language and Literacy Development**
- 4. Physical Well-Being and Motor Development**
- 5. Social-Emotional Development**

On Page 13 of the ELDS you will find more information about the five domains. This includes the following information:

- The five domains include "essential learning for school readiness and children's long-term success" (pg. 13)
- The domains are "interdependent and include all areas of children's learning and development" (pg. 13)
- A brief description of each domain and why it is important to children's development at the beginning of each section

If you have a book, it is helpful to place a tab at the page where each domain begins.



Point to each item on the slide as it is discussed. This information is provided in the ELDS on pg. 13.

Point to chart. Each domain includes a table called the **standards continuum**. The continuum includes standards and indicators for each age level. You can “look across the age levels to see the progression that a child might make toward the standard.” (pg. 13) Since we are learning about preschoolers, we will primarily focus on the last two columns (the one for 3-year-olds and the one for 4-year-olds).

Point to dark gray shaded area labeled “subdomain.” Each continuum is organized into **subdomains** which “capture the specific areas of learning that make up the domain.” (pg. 13) For example, the physical domain includes the following subdomains: Motor Skills and Physical Fitness, Health & Hygiene, and Physical Well-Being.

Point to the light gray box with the word “standard.” Within each subdomain is a set of **standards** and **indicators**. As we learned earlier, the standard is a concise, written description of what students are expected to know and be able to do at a specific stage of their education. The Mathematics Subdomain and the Language and Literacy Domain also include the alignment to the Kindergarten Common Core State Standards as part of the continuum.

Point to a column with indicators. The **indicators** provide “more specific information about what children should know or be able to do at each age level.” (pg. 13) They also indicate progress toward the standard. The indicators “typically reflect what children should know and be able to do at the end of each age level.” (pg. 13)

It is important to note that the indicators do not have a one-to-one alignment across the different age ranges. *Point and show how some columns have more indicators than others.*



Includes the following subdomains:

- Initiative & Curiosity
- Attention, Engagement, & Persistence
- Reasoning, Problem-Solving, & Creative Thinking



*This information can be found on pages 18 and 19 of the ELDS.*

Now let's take a look at each domain.

**Approaches to Learning** is the first domain and it refers to behaviors and attitudes that show how children approach tasks/activities and how they learn. It **includes the subdomains Initiative & Curiosity; Attention, Engagement, & Persistence; and Reasoning, Problem-Solving & Creative Thinking.**

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.

The ELDS description states, "at around age three, children are able to complete short-term, concrete tasks and activities. As they move closer to age five, they are able to concentrate for longer periods of time, and perform more long-term and abstract tasks such as finishing a project they started the previous day." (pg. 19)

This is important to note as you plan your daily schedule and experiences for children in your preschool class.

## STANDARDS FOR APPROACHES TO LEARNING

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below:

1. The indicator "choose a multi-step task and complete it on their own" is part of which standard? During which age range does this typically occur?
2. The indicator "use a variety of strategies to solve a problem when the first try is unsuccessful" is part of which standard? During which age range does this typically occur?
3. What verbs are used within the indicators for preschoolers within this domain (e.g. explore, show, look)?

Louisiana Believes 18

Now let's look at how children demonstrate knowledge/skills as described in this standard. Please use your Louisiana Birth to Five Early Learning Development Standards to answer the questions.

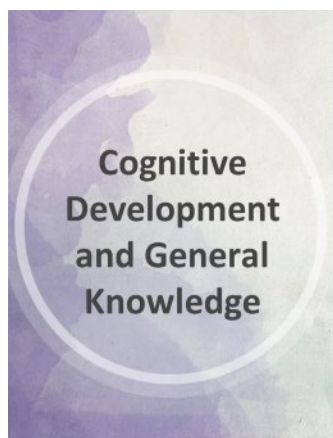
*Allow 3-5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.*

- The indicator “choose a multi-step task and complete it on their own” is a part of which standard? During which age range does this typically occur?**

*Pg. 20 Standard AL1 – Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world (Indicator 4.2 – Choose a multi-step task and complete it on their own)*  
*Age Group – 48-60 Months*
- The indicator “use a variety of strategies to solve a problem when the first try is unsuccessful” is part of which standard? During which age range does this typically occur?**

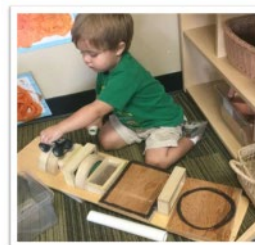
*Pg. 22 Standard AL3 – Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions (Indicator 3.3 – Use a variety of strategies to solve a problem when the first try is unsuccessful)*  
*Age Group – 36-48 Months*
- What verbs are used within the indicators for preschoolers within this domain (i.e. explore, show, look)?**  
*Demonstrate, show, choose, complete, maintain, stay, plan, remember, apply, use, ask, experiment, make, express*

It is important to be familiar with these words (the verbs) to know what to observe and document for assessment of children’s development in this domain.



Includes the following subdomains:

- Creative Thinking and Expression
- Mathematics
- Science
- Social Studies



The next domain in the ELDS is **Cognitive Development and General Knowledge**. Cognitive Development and General Knowledge is **divided into the following subdomains: Creative Thinking and Expression, Mathematics, Science, and Social Studies**.

Take a second and find each of these sections in your ELDS resource. *Pause and allow participants to search for each section.*

The mathematics subdomain includes the alignment to the Kindergarten Common Core State Standards as part of the continuum. It’s important not to think of these areas as “subject areas” that are taught independent of one another. All of these areas can be incorporated into play and other daily routines such as meal time and outdoor play.

Can anyone share an example of how you incorporate math or science into daily routines? *Allow a few participants time to respond and thank them for sharing.*

*Possible answers include:*

- *Counting during table setting*
- *Talking about weather*



- Taking care of class pet or garden

*Trainer Note: Additional information from the ELDS on each content area can be provided if time permits.*

*Creative Thinking and Expression – pg. 25*

*Mathematics – pg. 31*

*Science – pg. 40*

*Social Studies – pg. 47*

**STANDARDS FOR COGNITIVE  
DEVELOPMENT & EXPRESSION**

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below:

1. Which standard includes an appreciation of various languages of children in the classroom?
2. Which standard includes an understanding of basic patterns, concepts, and operations?
3. The indicator “explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps)” is part of which standard?
4. The indicator “use a simple map to find specific locations within a familiar environment” is part of which standard?

Louisiana Believes 20

Now let’s look at how children demonstrate knowledge or skills as described in this standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The sections of the ELDS needed for these questions are found on pages 25 - 54.

*Allow 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.*

*Answers to the questions on the slide:*

1. **Which standard includes an appreciation of various languages of children in the classroom?**  
*Pg. 28 Standard CC1 – Develop and appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom*
2. **Which standard includes the understanding of basic patterns, concepts, and operations?**  
*Pg. 34 CM2 – Understand basic patterns, concepts, and operations*
3. **The indicators “explore and use simple tools and machines (e.g. hammers, levers, pulleys, ramps)” is part of which standard?**  
*Pg. 43 Standard C72 – Acquire scientific knowledge related to physical science (properties of objects and materials)*
4. **The indicator “use a simple map to find specific locations within a familiar environment” is part of which standard?**  
*Pg. 50 Standard CSS3 – Develop an awareness of geographic locations, maps, and landforms*



Includes the following subdomains:

- Speaking & Listening
- Language
- Reading, Literature & Information in Print
- Reading Foundational Skills
- Writing



*Additional information can be found on pages 55-56 of the ELDS.*

The third domain in the ELDS is Language and Literacy. This domain **includes the following subdomains: Speaking and Listening; Language; Reading, Literature & Information in Print; Reading Foundational Skills; and Writing.**

Many preschoolers know the purposes and conventions of communication. For example, they can engage in back-and-forth conversations on a specific topic for an extended period of time. It's important for adults to support preschoolers' language development so that children can continue to grow as skillful communicators. Singing songs and reciting simple nursery rhymes are ways to promote children's language development. They help to give children a sense of the natural rhythm of the language and its sentence patterns.

Literacy refers to the pre-reading skills that are important in preschool such as showing an interest in books and beginning to recognize letters. During the preschool years, teachers can support early literacy during children's daily interactions with books. Providing children opportunities to use books to find information about a topic, retelling a child's favorite story, or identifying print concepts while reading book are all ways that you can support early literacy.

What are some of the other ways that you support language and literacy in the classroom? *Pause and allow time for participants to respond.*

*Possible answers include:*

- *Reading to children*
- *Having conversations*
- *Introducing new words*
- *Writing children's words*

A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. 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. Early literacy can be supported through natural experiences like retelling a story.

**STANDARDS FOR LANGUAGE AND LITERACY DEVELOPMENT**

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. The indicator “use pictures and illustrations of a text to tell a story” is a part of which standard?
2. English Language Learners rely on nonverbal communication during which stage of progression in learning a second language?
3. What is the expected number of letters that children should know when they are between 36 and 48 months old?

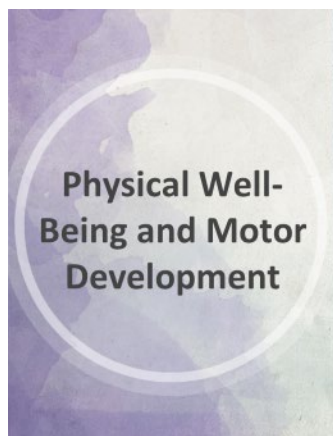
Louisiana Believes 22

Now let’s look at how children demonstrate knowledge/skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions.

*Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.*

*Answers to the questions on the slides:*

1. **The indicator “use pictures and illustrations of a text to tell a story” is a part of which standard?**  
*Pg. 62 Standard LL4 – Comprehend stories and information from books and other print materials*
2. **English Language Learners rely on nonverbal communication during which stage of progression in learning a second language?**  
*Pg. 57 Stage 2*
3. **What is the expected number of letters children should know when they are between 36 and 48 months old?**  
*Pg. 64 Standard LL5 (Indicator 3.4) – Name at least 10 of the 52 upper-and-lower-case letters of the alphabet (any combination of upper- and lower-case letters)*  
*Age Range – 36-48 Months*



**Physical Well-Being and Motor Development**

Includes the following subdomains:

- Motor Skills & Physical Fitness
- Health & Hygiene
- Safety



*The information below and additional background information can be found on page 68 – 69 of the ELDS.*

The fourth domain is **Physical Well-Being and Motor Development**. The **three subdomains** in the physical domain are: **Motor Skills & Physical Fitness; Health & Hygiene; and Safety**.

In the subdomain “Motor Skills and Physical Fitness”, 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.” (pg. 68) This includes skills such as climbing, running, and jumping. 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.” (pg. 68) Gross motor skills usually develop before fine motor skills. Although movement skills develop naturally in most young children, it is important that children have ample opportunities to practice their motor skills.

What type of motor activities do you offer to children in your class? *Pause and allow participants time to respond.*

*Possible answers include:*

- *Dancing*
- *Parachute play*
- *Stringing beads*
- *Pouring milk*

The physical domain also includes the subdomains related to health practices and safety. Teachers and other adults in the child’s life can help preschool children develop good nutrition and safety practices. Daily routines such as washing hands, eating lunch, and playing outside provide numerous opportunities for teachers to discuss health and safety topics.

**STANDARDS FOR PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT**

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. Which standard includes children enhancing their stamina?
2. The indicator “carry out most personal care routines with minimal adult guidance and assistance” is part of which standard? During which age range should this occur?
3. During which age range should children be able to identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations?

Louisiana Believes 24

Now let’s look at how children demonstrate knowledge or skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions.

*Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.*

1. **Which standard includes children enhancing their stamina?**  
*Pg. 72 Standard PM3 – Participate in a variety of physical activities to enhance strength and stamina*
2. **The indicator “carry out most personal care routines with minimal adult guidance and assistance” is part of which standard? During which age range should this occur?**  
*Pg. 73 Standard PM4 – Develop appropriate health and hygiene skills (Indicator 3.3) Carry out most personal care routines with minimal adult guidance and assistance*

*Age Range – 36-48 Months*

3. **During which age range should children be able to identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations?**

*Pg. 74 Age 48-60 Months*



Includes the following subdomains:

- Social Relationships
- Self-Concept & Efficacy
- Self-Regulation



*Additional information found on pages 76-77 of the ELDS.*

The last domain is **Social-Emotional Development** which **includes the subdomains of social relationships, self-concept and efficacy, and self-regulation.**

**Social relationships** involves children’s interactions with adults and their peers. “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.” (ELDS, pg. 76)

**Self-concept and efficacy** includes how children feel about themselves. Self-concept develops very early as children interact with others. Doing simple things like addressing children by their name, showing appreciation of their home language, and recognizing their strengths can help promote the development of a positive self-concept.

**Self-regulation** includes children’s ability to manage their impulses, desires, and emotions. Preschool children may still need support in managing their feelings. You can support them by modeling appropriate behaviors, encouraging acceptable ways to express feelings, and helping children to get along with others. Young children will need your consistent support and guidance to help regulate their emotions.

How do you help support preschoolers’ social-emotional development? *Pause and allow time for participants to respond.*

*Possible answers include:*

- *Teaching children to take turns*
- *Encouraging children to use their words*
- *Positive feedback when a child accomplishes a task*



## STANDARDS FOR SOCIAL-EMOTIONAL DEVELOPMENT

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. The indicator “express empathy and sympathy for others” is included in which standard?
2. During which age range should a child be able to resolve conflict with peers by following suggestions from an adult?
3. During which age range should a child be able to demonstrate control of their impulsive behaviors but sometimes require adult support and guidance?

Louisiana Believes

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Now let’s look at how children demonstrate knowledge or skills as described in this standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions.

*Allow 3-5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.*

1. **The indicator “express empathy and sympathy for others” is included in which standard?**  
*Pg. 78 Standard SE1 – Develop healthy relationships and interactions with peers and adults*
2. **During which age range should a child be able to resolve conflict with peers by following suggestions from an adult?**  
*Pg. 78 Age 36-48 Months*
3. **During which age range should a child be able to demonstrate control of their impulsive behaviors?**  
*Pg. 83 Age 48-60 Months*

As we wrap up our overview of the domains, remember that even though the standards are divided into domains, the domains are highly interrelated. Development in one domain influences the development in other domains. For example, children’s language skills impact their ability to engage in social interactions. When planning for young children, the dynamic interaction of all areas of development must be considered.



Now that we have learned how the ELDS are organized and the five domains, it's time to put all you have learned thus far together. We will use the ELDS to plan for preschoolers. We will look at three different ways to make connections using standards.

First, we will connect standards to play. Then we will connect standards to your classroom environment and routines. Lastly, we will connect standards to your lesson plans.



Play is what children do naturally. Play provides children opportunities to learn and practice new skills. They can explore, try new skills, and problem-solve during play.

Multiple standards across domain areas can be addressed simultaneously through play. For example, a child playing in the block center may incorporate math skills as they decide the placement of blocks, social skills as they work with other children, and motor skills as they move the blocks.

Think about the type of play that occurs in your classroom. How can play support the various development domains?

*Pause and allow time for participants to reflect.*

*You can describe the following examples:*

- *Approaches to Learning – taking turns playing the cook in the dramatic play center*

- *Cognitive – using math to count money in a pretend grocery store*
- *Physical – throwing a basketball on the playground*
- *Language – pretending to read a book in the reading center*
- *Social Skills – building a tower in the block center with a peer*
- *Literacy skills – writing a message to a parent in the writing center*

As you can see within these examples of play, all of the developmental domains can be incorporated during children’s play. It’s important to keep this in mind when you plan for preschoolers.

***Trainer Note: Additional Activity (if time permits)***

*Assign participants into five groups based on the five domains. (Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development)*

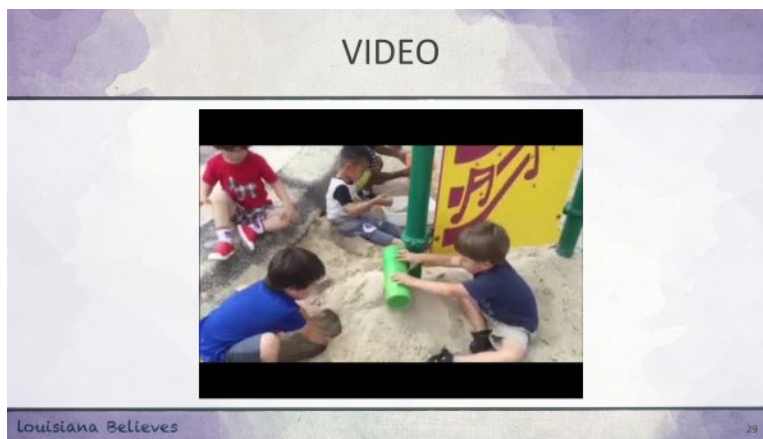
*Have each group identify activities for preschoolers that relate to their assigned domain.*

*Have each group share one or two activities they discussed.*

*After a group shares, ask other groups to add information about how the activity can relate to their domain also.*

*Depending on the time and size of the group, you can assign groups to a specific age range (3- or 4-year-olds).*

*For example, playing with puzzles can support cognitive development but another group may say it can also support motor development.*



We will practice connecting standards and play as we observe children playing in their natural environment. During the video, observe and document what the children are doing and think about how it relates to the domains within the ELDS.

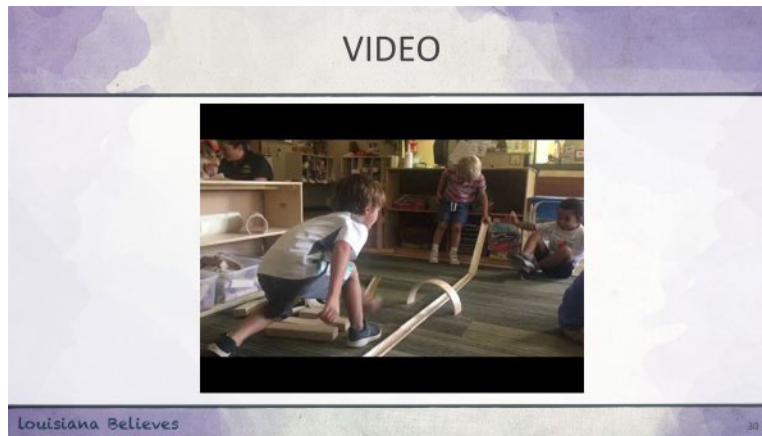
***Video Introduction:***

Presented is a video from the Louisiana State University Early Childhood Education Laboratory Preschool. This video shows a 3-year-old child (left) and a 4-year-old child (right) engaged in sand play. Watch the clip and look for examples of play in the five domains.

*Show video using captions. Allow participants 3-5 minutes to discuss the video with a partner and identify the corresponding domains. Allow participants time to share.*

*Examples of what a participant may observe children doing and the corresponding domains:*

- *Approaches to Learning – children explore the classroom and materials freely and in different ways*
- *Cognitive Development and General Knowledge – problem solving on how to make something occur; pouring and filling*
- *Language and Literacy Development – engaged in conversation; vocabulary used*
- *Physical Well-Being and Motor Development – manipulating objects with hand; hand-eye coordination*
- *Social-Emotional Development – interacting with peers*




Let's do another example. Presented is a video from the Louisiana State University Early Childhood Education Laboratory Preschool. This video shows four year olds engaged in block play. During the video observe and document what the children are doing and identify the related domains of development.

*Show video using captions. Allow participants 3-5 minutes to discuss the video with a partner and identify the corresponding domains. Allow participants time to share.*

*Examples of what a participant may observe children doing and the corresponding domains:*

- *Approaches to Learning – sustaining attention*
- *Cognitive Development and General Knowledge – problem solving; using tools*
- *Language and Literacy Development – using language; engaging in conversation*
- *Physical Well-Being and Motor Development – manipulating objects with hand; hand-eye coordination*
- *Social-Emotional Development – interacting with peers; expressing feelings*

### CONNECTING STANDARDS TO THE CLASSROOM ENVIRONMENT



- Standards can be used to plan the materials you provide in the classroom
- Some standards may require specific types of materials

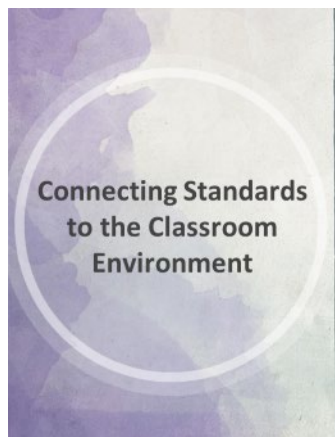
Example: Develop an appreciation for visual arts from different cultures and create various forms of visual arts.

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You can also use the standards to help guide you on materials to will provide in your classroom.

For example, Standard CC2 says “develop an appreciation for visual arts from different cultures and create various forms of visual arts”. To support children’s development in this area, you may provide various art materials and allow time for children to create artwork.

Remember, domains will often overlap. For example, the art center can also support Standard PM2 which is “develop small muscle control and coordination.”



**ELDS Classroom Resource Guide – Sample**

Indicators for Learning	Materials, Resources and Activities	Activities of Classroom	Materials Needed
<p><b>Three Year Old:</b> Demonstrate appropriate language through play and modeling the environment. (L.3)</p>	<p>Materials: Resources and Activities</p>	<p>Activities of Classroom</p>	<p>Materials Needed</p>
<p>Indicators a range of length based on their years. (L.2)</p>			
<p><b>Four Year Old:</b> Demonstrate appropriate language through play and modeling the environment. (L.4)</p>	<p>Materials: Resources and Activities</p>	<p>Activities of Classroom</p>	<p>Materials Needed</p>
<p>Indicators a range of length based on their years. (L.2)</p>			

\*This resource is for ELDS Classroom Resource Guide, use your version.

This is a form that can be used to incorporate the standards into your classroom. This planning document shows indicators for preschoolers and provides teachers and programs a way to plan opportunities to incorporate standards into various activities or areas in the classroom.

Let’s try an example.

Standard CC1 reads, “Develop an appreciation for music and participate in music activities that represent a variety of cultures and home languages of the children in the classroom.” An indicator under that standard says 3-year-olds should be able to “listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement.”

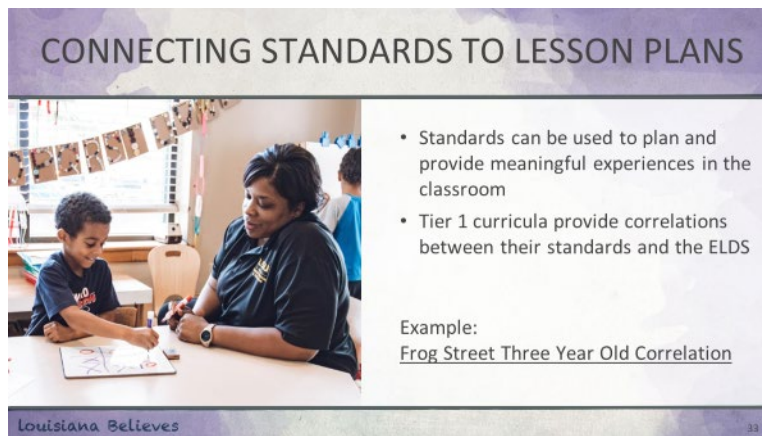
What activities and materials you could you provide to support children’s development in this area? *Pause and allow time for participants to respond.*



They can find the standard in their ELDS book on Page 27. Possible answers include:

- CDs or playlist with various types of music
- Musical instruments such as maracas and drums
- Scarves
- Opportunities for children to dance to music

**Trainer Note:** Access to this document can provided to participants. See supporting materials.



**CONNECTING STANDARDS TO LESSON PLANS**

- Standards can be used to plan and provide meaningful experiences in the classroom
- Tier 1 curricula provide correlations between their standards and the ELDS

Example:  
[Frog Street Three Year Old Correlation](#)

Louisiana Believes

**Standards can be used to help plan and provide meaningful experiences for young children.** Although most curricula already provide learning experiences that connect to standards, some teachers may develop their own learning experience or find experiences that support a specific standard.

For example, if you want to support a 3-year-old’s ability to communicate with peers, you may refer to the standards to see what indicators are expected for their age range. Then you can plan learning experiences to support the child’s development in the specific area.

**Many Tier 1 curricula provide correlations between their curriculum and Louisiana’s ELDS.** This is an example of a curriculum that links to the Louisiana Birth to Five ELDS.

*Click on the link to show an example.*

Programs may find these resources useful in showing the correlation between their curriculum and the ELDS.



Early Learning Development Standards  
Teacher Planning Form

Classroom Information	Learning Outcome	Activity	Special Consideration	Materials Needed	Assessment
Class Name: Age Range: Domain(s) of this activity: Developmental Learning: Cognitive Development and Domain Knowledge: Language and Literacy: Social: Physical, Health, Safety and Motor Development: Social-Emotional: Subdomains: Standards: Indicators:					

Now we will spend some time developing a lesson plan that incorporates all of the components we have learned today.

- *Divide participants into small groups of 2-4 people. Each group should focus on either 3- or 4-year-olds.*
- *Provide each group with a copy of the teacher planning form.*
- *The group will choose one activity and expand upon it using the ELD Planning Form. It can be an activity that was discussed during the presentation (art, music, blocks, etc.).*
- *Review the form and instructions.*

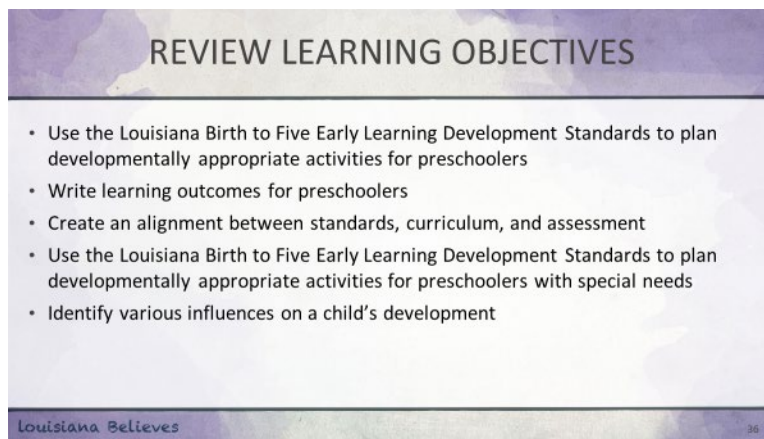
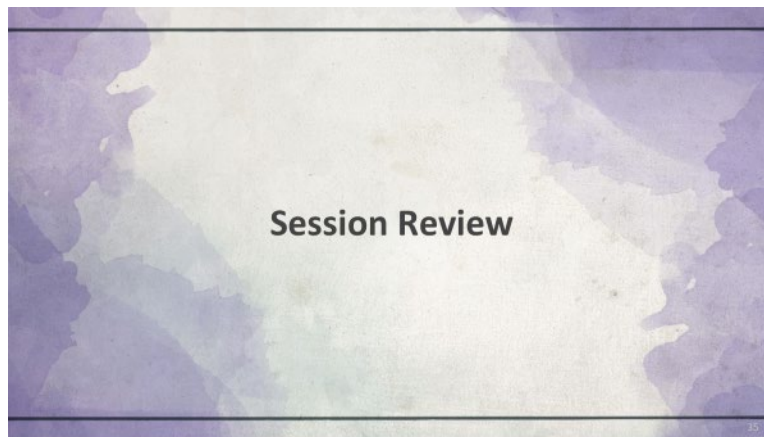
*Note: This activity can also be done individually instead of in groups.*

**Instructions:**

1. Each group should select either 3- or 4-year-olds as their target age group
2. Each group will discuss/reflect on what the child(ren) can do or not do at this time
3. Select a skill on which your group would like to focus
4. Discuss/reflect on the domain(s) the skill relates
5. Identify the corresponding standard, subdomain, and indicator related to the skill
  - *Record this information in the appropriate spots on the left side of the form*
6. Discuss/reflect on what you want the child(ren) to learn-or do (learning outcomes)
  - *Record this information on the corresponding column*
7. Discuss/reflect on what type of activity can promote this particular skill
  - *Record this information on the corresponding column labeled "Activity"*
8. Discuss any special considerations based on children in your class. This may include children with special needs and children who are English Language Learners
  - *Complete the column labeled "Special Considerations"*
9. Discuss what materials are in the class to enhance the skill (or maybe what materials you need to enhance that skill)
  - *Record this information on the corresponding column on the planning form*

**Trainer Note:** Programs using the Frog Street Curriculum or Teaching Strategies GOLD® can use the correlation charts to see how their curriculum objectives or assessment items align with the ELDS.

*Allow 15-20 minutes for groups to complete the form. Allow each group to share.*



*Review learning objectives.*

- Develop an understanding of the teaching learning cycle and multiple influences on early development and learning
- Identify the domains of Louisiana's Birth to Five Early Learning Development Standards (ELDS)
- Learn to design instructional/learning outcomes for infants and toddlers
- Practice methods for aligning standards, curriculum, and assessment for infants and toddlers
- Plan experiences for infants and toddlers that align with Louisiana's Birth to Five ELDS and Tier 1 curriculum



Thank you all for participating in the activities. I hope you have developed a better understanding of how to utilize standards in your everyday work with children. To review, we covered the multiple influences on children's development, key terms, and how to use standards for play activities, setting up your classroom environment, and for planning activities for children.

Does anyone have any questions about the material we covered today? *Open the floor for participants' comments and questions.*

Before we do our post-assessment, please think of one thing you learned today that you will implement in the future.

Would anyone mind sharing? *Allow participants time to respond. The Action Plan handout can also be used if time allows.*



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

*Distribute the Post-Assessment Evaluation.*

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

*Post-Assessment Evaluation Guidance*

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*