

# NOTICE OF INTENT

## Board of Elementary and Secondary Education

### Part CLIX.

#### Bulletin 136 — The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years

(LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103).

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education proposes to amend LAC 28:CLIX in *Bulletin 136 – The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*. The aforementioned revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children’s learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

### Title 28

### EDUCATION

### Part CLIX: Bulletin 136, Louisiana Early Learning and Development Standards for Children Birth to Five Years

### Chapter 1. General Provisions

#### §101. Introduction

A. Louisiana’s Early Learning and Development Standards (ELDS) provide a set of common, developmentally appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. These standards are research-based, comprehensive, and are written with the understanding that children reach developmental milestones at different times. The ELDS provide age-appropriate goals for children’s learning and development that can guide teachers, caregivers, and other early childhood professionals on what types of experiences and activities children should have during their earliest years. ELDS are used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:24.2, and R.S. 17:153

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

#### §103. Definitions

*Alphabet Awareness*—Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

*Approaches to Learning*—Behaviors and attitudes that indicate how children approach tasks and activities to learn and include characteristics such as initiative and curiosity; attention, engagement and persistence; and problem solving which help strengthen and facilitate learning across other school readiness domains.

*Attention, Engagement, and Persistence*—The capacity to pay attention and engage in learning activities for short periods of time so that children can complete short-term, concrete tasks and activities and then progresses so that children can concentrate for longer periods of time, persist in activities of interest, and set goals.

*Emergent Writing*—Young children’s first attempts at the writing process.

*Expressive Communication*—The ability to communicate our thoughts and feelings through words, gestures, signs, and/or symbols.

*Fine Motor Development*—Skill development involving the smaller muscles of the hand.

*Gross Motor Development*—Skill development involving the large muscles in the arms, legs and torso.

*Initiative and Curiosity*—Personal experiences and the openness and curiosity about new discoveries that begins with interest in the world around them and the initiative to gain new knowledge by taste, touch, smell, sight, sound, and physical actions, then develops into interaction with unfamiliar objects and materials, seeking new ways for using items in the environment, and learning new information in a variety of ways in order to add to the growing knowledge of the world.

*Phonological Awareness*—The awareness of and ability to work with sounds in spoken language.

*Print Concepts*—The understanding of the nature and uses of print.

*Problem Solving*—Noticing how actions affect objects and cause things to happen, to find solutions, and to apply similar strategies again in the future including the skills of explaining how problems are solved, observation, reasoning, and prediction.

*Receptive Communication*—The ability to understand words and language.

*Social Emotional Development*—the process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

#### §301. Approaches to Learning

##### A. Initiative and Curiosity

Standard 1: Children engage in multiple and varied play-based experiences.				
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)
			Explore unfamiliar objects, materials, and experiences.	

Explore objects, materials, and/or people in their immediate environment using their senses. Interact with materials by manipulating them in a variety of ways (e.g., grasp; mouth; bang).	Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).	Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).	Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	Seek out and engage with unfamiliar objects, materials, and experiences.
Demonstrate interest in others (e.g., turn head toward familiar voice).	Demonstrate interest in their surroundings.	Seek information about familiar objects, people, and experiences.	Seek information about unfamiliar objects, people, and experiences.	Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).	Attempt to help with simple tasks and activities.	Demonstrate increasing interest and independence in completing simple tasks.	Complete a variety of simple tasks independently.	Complete multi-step tasks independently.
Select a particular material, toy, or place of interest to explore on their own.	Express choices and preferences.	Insist on preferences and express dislikes.		

## B. Attention, Engagement, and Persistence

<b>Standard 2: Children engage in activities and tasks with attention, focus, and persistence.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.	Focus attention on people, objects, and activities of interest.	Focus attention to complete a short, simple task with adult support.	Maintain focus on activities of interest despite distractions.	Maintain focus on adult-directed activities with adult support.
Intentionally take action to make things happen (e.g., shake rattle to make noise).	Repeat self-selected tasks over and over again.	Complete activities of choice from start to finish with adult support.	Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).	Persist with a challenging task despite interruptions and disruptions.
	Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).	Remain actively engaged in activities of interest and protest if interrupted.	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).	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).

## C. Problem Solving

<b>Standard 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Interact with objects in a variety of ways and notice the effects of their own actions.	Repeat behaviors to obtain desired results.	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).	Make predictions based on past experiences.	Make predictions and explain reasoning.
Attend to objects and/or activities in the environment.	Observe the ways in which others interact with objects and materials.	Observe and imitate actions of others when attempting to accomplish tasks or solve problems.	Recall and use previously successful strategies to complete tasks.	Apply prior knowledge and experiences to complete new tasks and solve new problems.
Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).	Try out one or two strategies to accomplish tasks and solve problems with adult support.	Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.	Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	Communicate the steps used to solve problems and/or accomplish tasks.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

## §303. Social and Emotional Development

### A. Relationships with Adults

<b>Standard 1: Children engage in and maintain positive relationships and interactions with adults.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Notice and respond to familiar adults.	Mimic signs of recognition (e.g., smile; wave).	Initiate signs of recognition with familiar adults.	Demonstrate recognition of familiar adults using simple actions and/or words.	Demonstrate recognition of familiar adults using multiple and varied actions and/or words.
Respond differently to familiar versus new adults.	Seek to be near familiar adults and respond cautiously to new adults.	Check in with familiar adults for reassurance when trying new things.	Separate from trusted adults when in familiar settings.	Separate from trusted adults in new settings.
Move or cry to seek attention and comfort from familiar adults.	Request help from familiar adults to address wants and needs.	Request help from familiar adults when encountering difficult tasks or situations.	Request help from adults to meet needs and/or solve problems, then attempt to implement suggestions with adult support.	Work with adults to generate ideas for accomplishing tasks and/or solving problems, then implement suggestions independently.

Engage in simple back-and-forth interactions with familiar adults.	Initiate back-and-forth play with familiar adults.	Initiate play and interactions with familiar adults.	Interact with both trusted and unfamiliar adults.	Interact with adults new to their environment (e.g., substitute caregiver).
Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).	Imitate gestures and sounds of familiar adults during interactions.	Imitate behaviors observed in familiar adults (e.g., pretend to cook; "read" a book).	Interact with adults to seek information and to socialize.	Interact with adults to share ideas and plan activities.

## B. Relationships with Children

<b>Standard 2: Children engage in and maintain positive relationships and interactions with other children.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Notice other infants and children.  Touch, smile, or babble to other infants and children.	Interact briefly with other children using gesturing.	Play alongside other children (parallel play) for short periods of time with adult support.	Interact or play cooperatively with other children.	Interact or play cooperatively with a small group of children for a sustained period of time.
		Take turns when playing with other children with adult guidance and support.	Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.	Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.
		Interact more frequently with a familiar child.	Demonstrate preference to play with one or more specific children.	Demonstrate preference to routinely play with one or more specific children.
			Initiate an activity or join other children in an activity that is already in progress.	Initiate, join in, and sustain positive interactions with a small group of children.
	Demonstrate awareness of conflict (e.g., cry; turn away).	Seek assistance from adults to resolve conflicts with other children.	Suggest solutions to conflicts with adult guidance and support.	Suggest solutions to resolve conflicts with other children with limited adult support.

## C. Self-Confidence

<b>Standard 3: Children recognize themselves as unique individuals and express confidence in their own abilities.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Explore one's own body parts (e.g., study hands; play with feet).	Point to one's own body parts when named.	Identify body parts spontaneously.		
Respond to one's own image in a mirror.	Recognize oneself in a mirror.	Identify oneself in photographs.		
React when name is called (e.g., smile; coo).	Respond when name is called.	Use different words (e.g., I, me, mine) when referring to oneself, including first name.	Use one's own first and last name.	
			Describe oneself using personal characteristics.	Differentiate between self and others based on personal characteristics and/or interests.
Express preferences for objects, activities, and people.	Express preferences for objects, activities, and people using gestures, signs, or words.	Indicate preferences when asked (e.g., food; toys; activities).	Express likes and dislikes, and make choices based on personal preferences.	
Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).	Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).	Identify self as a unique member of a family (e.g., identify self and other family members in family photo).	Share information about family members and traditions (e.g., describe family events, celebrations and/or important people in their lives).	Identify self as a unique member of different groups (e.g., family; preschool class).
	Demonstrate a sense of satisfaction when accomplishing simple tasks.	Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others.	Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently.	Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered.
Express pleasure at things one has done (e.g., wiggle; coo; laugh).	Express pride over accomplishments.	Call attention to new skills or abilities.	Express positive feelings about self when prompted.	Describe oneself using positive terms (e.g., hard worker).

## D. Emotion Regulation

<b>Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.	Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.	Express a range of emotions (e.g., pride; embarrassment; shame; guilt) using gestures, actions, and/or words.	Express complex emotions (e.g., gratitude; jealousy; remorse; disgust) using actions and/or words.	Express strong emotions in a manner that is safe for self and others with occasional adult support.
React to an adult's expression of feelings (e.g., facial expression; tone of voice).	Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.	Recognize feelings when named by an adult.	Accurately identify one's own basic feelings (e.g., happy; mad; sad).	Accurately label one's own feelings and identify them in various situations.
React to others' expressions of emotions (e.g., cries when another child cries).	Respond to others' expressions of emotions with adult support.	Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).	Accurately identify basic emotions in others and respond with care and concern.	Accurately label emotions in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").
Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).	Accept some redirection from adults.	Frequently respond positively to choices and limits set by an adult.		
	Participate in simple routines and accept transitions with adult support.	Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.	Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders.	Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed.
	Notice how others respond to one's own behaviors.	Experiment with effects of one's own actions on objects and people.	Demonstrate understanding of how one's own actions and behavior affect others.	Predict consequences of one's own and others' actions and behavior with adult support.
React to stressful situations by shifting attention or turning away. Accept comfort when held, rocked, or talked to by a familiar adult.	Use simple behaviors to soothe oneself when upset.	Imitate strategies to manage emotions and behavior with adult direction.	Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.	Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.

		Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.	Demonstrate the ability to wait to get something one wants (delayed gratification).	
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

**§305. Language and Early Literacy Development**

**A. Language Development**

**1. Receptive Communication**

<b>Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Recognize more than one tone of voice in adults and respond with body movement and sounds.	Respond to facial expressions, tone of voice, and some words that communicate basic emotions.	Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.		
Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	Respond to speech and other communication directed at them.	Respond to simple statements, questions, and other communication.	Respond to statements, questions, and other communication.	Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
Respond or show excitement upon hearing familiar words.	Respond appropriately to familiar words, signs, and/or songs.	Demonstrate understanding of descriptive words through conversations and actions.	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.	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.
Respond to simple requests accompanied by gestures or tone of voice.	Follow simple directions, especially if accompanied by gestures.	Follow one or two-step directions with few gestures.	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).	Follow detailed directions that involve multiple steps (e.g., “Get the sponge, dampen it with water, and clean your table top.”).

**2. Expressive Communication**

<b>Standard 2: Communicate with others to express self.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Experiment with making sounds. Engage in babbling.	Communicate through word-like sounds, some words, and some simple phrases.	Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”).	Communicate using simple sentences.	Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.
Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.
	Respond to simple statements and questions about pictures, people, and things that are present.	Answer and ask simple questions about things and activities at the time they are happening.	Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.
		Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.	Express emotions, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	Use several words that explain the same idea (i.e., synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.
		Speak in a way that is understood by most familiar people.	Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.	Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.

	Use some pronouns.	Use the plural forms of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.	Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	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.
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### 3. Social and Conversational Rules

<b>Standard 3: Children use social and conversational rules when communicating with others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Initiate interactions with another person using movement and/or behavior.	Initiate interactions with others using gestures and/or vocalizations.	Ask questions or use verbal or non-verbal cues to initiate communication with others.	Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.	Initiate communication with peers by asking questions or using verbal cues.
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.	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).	Participate in short conversations, with some turn-taking exchanges.	Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.	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 when communicating, with modeling and support.	Use appropriate volume and intonation to match the situation when communicating.
	“Jabber” and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.	Listen attentively during brief group conversations and respond to questions or requests made to the group.	Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules for group discussions, with reminders.	Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.
		Communicate in short sentences that follow the word order of their home language.	Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	Speak in full sentences that are grammatically correct within their home language most of the time.

## B. Early Literacy

### 1. Phonological Awareness

<b>Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
	Demonstrate interest in familiar rhymes and songs.	Sing songs and say or repeat familiar rhymes.	Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	Identify and produce rhyming words.
		Sing songs with multiple words that start with the same initial sound.	Shows awareness that some words start with the same initial sound.	Identify the initial sound in a spoken word with guidance and support.
			Segment spoken sentences into individual words with guidance and support.	Segment spoken sentences into individual words.
			Identify syllables in spoken words with guidance and support.	Identify syllables in spoken words.
			Blend a sequence of spoken syllables to produce words with guidance and support.	Blend a sequence of spoken syllables to produce words.
				Blend onsets and rimes of single syllable spoken words with guidance and support.

### 2. Print Concepts

<b>Standard 2: Children demonstrate knowledge of books and how print conveys meaning.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
		Recognize some familiar symbols and logos in the environment.	Recognize and name familiar symbols and logos in the environment (environmental print).	Recognize and name pictures, symbols, and logos in the environment (environmental print).
		Recognize that print, symbols, and pictures have meaning.	Distinguish print from pictures and show awareness that print communicates meaning.	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.

Explore books by touch (e.g., patting and/or chewing on board books).	Hold books, look at pictures, and help turn some pages.	Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page, and how to progress across and down a page). Describe the role of the author and illustrator of a text.
Demonstrate interest in books by reaching for books and exploring books through touch.	Request to have books read to them.	Self-select familiar books and engage in shared reading.	Share self-selected familiar books and engage in pretend reading with others.	Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

### 3. Alphabet Awareness

Standard 3: Children recognize and identify letters and make letter-sound connections.				
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)
		Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	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.
			Identify the sound for a few recognized letters.	Identify or produce the sound of many recognized letters.
				Recognize their own name and some common words in print.

### 4. Comprehension

Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.				
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)
			Tell make-believe or real-life stories, sometimes in random sequence.	Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
		Recite some words of a familiar book when read to especially from books with repeating text.	Retell familiar stories using pictures or props as prompts.	Describe some key details from familiar stories, such as characters, setting, and/or major events.
		Ask or answer simple questions about a familiar story or book, including informational text.	Ask or answer questions about key details in a familiar story, informational book, or other text.	Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.
		Recognize when a story or book describes something that is similar to their own experiences.	Answer questions about how events and information from stories relate to their own experiences.	Recall their own experiences that relate to events and information from stories or informational texts.
			Share their own thoughts and reactions to a story or text.	Analyze and reason about stories and other text with guidance and support during shared reading experiences.
			Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	Recognize differences between stories/make believe, information text, and poetry.

### 5. Emergent Writing

Standard 5: Children write and draw to express their ideas, using some letters and print conventions.				
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)
		Draw or scribble with a purpose during play or other activities.	Show emerging awareness that writing can be used for a variety of purposes.	Use writing for a variety of purposes to convey meaning.
	Make marks or scribbles using a variety of media (e.g., finger paint, chalk).	Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	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.	Write some letters of meaningful words such as their name, using letters and letter-like forms.

				Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).
		Draw a picture and describe what it represents.	Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.	Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

## Chapter 5. Cognitive Development and General Knowledge

### §501. Mathematics

#### A. Knowledge of Numbers

Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.				
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)
Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	Demonstrate interest in simple counting activities.	Rote count to 10 with increasing accuracy.	Rote count to 10 with accuracy.	Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.
		Count a small set of objects (2-3) with one-to-one correspondence.	Count up to five objects arranged in a line with one-to-one correspondence.	Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
Indicate they want "more" using gestures, sounds, or looks.	Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	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").	Begin to understand that the last number counted represents how many objects are in a group (cardinality).	Tell how many objects are in a group by giving the last number counted (cardinality).
			Recognize and name the number of items in a small set (up to three) without counting (subitizing).	Recognize and name the number of items in a small set (up to five) without counting (subitizing).
			Compare two groups of objects and indicate whether the number of objects in each group is the same or different.	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.
		Recognize a few numerals in the everyday environment.	Identify written numerals 0-5 by name and match each to counted objects.	Identify written numerals 0-10 by name and match each to counted objects.
				Read and write some numerals up to 10.
		Identify an object or person as first in a sequence.	Identify the first and often second object or person in a sequence.	Identify an object's or person's position in a sequence using ordinal numbers (e.g., first; second, third).

#### B. Patterns and Operations

Standard 2: Children demonstrate knowledge of patterns and operations.				
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)
Demonstrate awareness of repeating sequences in everyday routines.	Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).	Recognize and participate in patterns within stories and in songs.	Recognize and copy simple repeating patterns in different forms (e.g., red-blue; circle-square).	Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue; circle-square-triangle).
			Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.)	Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).

#### C. Measurement

Standard 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.				
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)
	Match two objects based on one observable feature.	Group objects by one physical characteristic (attribute) (e.g., color; size; shape).	Sort objects into two or more groups based on one physical characteristic (attribute).	Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.
	Explore objects of different sizes and weights.	Make simple comparisons between two objects using measurable attributes (e.g., length; height; weight)	Describe objects using measurable attributes (e.g., tall/short; big/little; heavy/light).	Describe measurable attributes of objects and materials using comparative words (e.g., long; longer; longest).

				Compare and order a small set of objects using measurable terms (e.g., length; weight).
				Describe the purpose of simple measurement tools.
				Measure using multiples of the same non-standard unit (e.g., paper clips; snap cubes) with guidance and support.

#### D. Shapes and Spatial Relationships

<b>Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Explore various shapes through play.	Explore the way shapes and objects fit together through play.	Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.	Match a wider variety of shapes with different sizes and orientations.	
			Recognize basic shapes (e.g., circle; square; typical triangle).	Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.
				Describe basic two- and three-dimensional shapes (e.g., a square has four sides; the ball rolls).
			Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).	Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	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).	Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).	Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).	Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above; below; in front of; near; behind).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

### §503. Science: Scientific Inquiry

#### A. Science.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

### §505. Social Studies

#### A. Time and Place

<b>Standard 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Demonstrate anticipation of events in daily routines and activities.	Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.	Respond (positively or negatively) to changes in routines or schedules.	Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	Communicate events, activities, and people from the past.
		Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.	Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).	Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.
		Recognize familiar landmarks, signs and buildings in one’s neighborhood/community.	Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	Identify familiar landmarks in their community (e.g., fire station; post office).
				Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom; playground) through drawings or play activities.

#### B. Cultural Awareness

<b>Standard 2: Children demonstrate an awareness of culture as it relates to self, family, and community.</b>
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<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Demonstrate a preference for familiar versus new individuals.	Distinguish between familiar and new individuals.	Identify known people in pictures.	Communicate information about their family and community.	Describe familiar elements of one's family, community, and traditions.
	Demonstrate an awareness of the characteristics of themselves and others.	Identify the distinct characteristics of themselves and others.	Identify and/or ask questions about the distinct characteristics of groups of people and cultures.	Distinguish the distinct characteristics of groups of people and cultures.
		Carry out some routines and responsibilities in the classroom with adult support and guidance.	Carry out routines and responsibilities in the classroom with prompting from adults.	Identify responsibilities of self and others in school, home, and community.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

## §507. Creative Arts

### A. Music and Movement

<b>Standard 1: Children engage in multiple and varied music and movement experiences.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.	Move body in response to the beat and tempo of music and/or rhythmic sounds.	Move body to imitate the beat and tempo of music.	Move body with creativity to imitate the beat and tempo of music of different genres.	Express thoughts and feelings through dance and movement with increasing spatial awareness.
Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.	Imitate sounds and/or music using their bodies and/or small instruments.	Imitate sounds and/or music using their bodies, instruments, and/or voice.	Create music using their bodies, instruments, and/or voice.	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), rhythm (beat), tempo (speed), and volume.

### B. Visual Arts

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

### C. Dramatic Play

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

## §509. Physical Development and Well-Being

### A. Gross Motor

<b>Standard 1: Children demonstrate large muscle control and coordination.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Explore the environment with increasing body awareness using senses and movement.	Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.	Demonstrate body and spatial awareness to guide movement around objects and people.	Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).	Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.
Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting; crawling; kicking).	Move in a variety of ways and directions with increasing coordination and balance.	Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing; jumping).	Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running; hopping; climbing stairs).	Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.

Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching; rolling over).	Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.	Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air; turn around; stand on one foot).	Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending; stretching; twisting).	Demonstrate coordination when using objects during active play (e.g., throwing; catching; kicking balls).
Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching; pushing; rolling over).	Engage in physical play activities for periods of time to develop strength and stamina.	Engage in physical play activities for moderate periods of time to develop strength and stamina.	Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.	Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.

## B. Fine Motor

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

## C. Healthy Behaviors

<b>Standard 3: Children will demonstrate healthy and safe behaviors.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).	Engage in active play indoors or outdoors with adult support.	Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).	Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.
			Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.
	Participate in some basic safety practices (e.g., fire/tornado drills).	Follow safety rules with adult support.	Identify safety rules and follow them with guidance from adults.	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).
				Begin to identify and alert others of potential hazards.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

## COMPARISON DOCUMENT

### Title 28

### EDUCATION

### Part CLIX: Bulletin 136, *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years* Louisiana Early Learning and Development Standards for Children Birth to Five Years

### Chapter 1. General Provisions

#### §101. Introduction

A. ~~The experiences and skills that children develop during the early years are critically important to their success later in school. What children learn during the first few years of life helps to lay the foundation for their future growth and development. Louisiana's Early Learning and Development Standards (ELDS) provide a set of common, developmentally appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. These standards are research-based, comprehensive, and are written with the understanding that children reach developmental milestones at different times. The ELDS provide age-appropriate goals for children's learning and development that can guide teachers, caregivers, and other early childhood professionals on what types of experiences and activities children should have during their earliest years. ELDS are used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.~~

B. ~~In order for children to reach their full potential during those early years, it is important that the adults around them provide an environment and experiences that promote growth and learning. This document, Louisiana's birth to five early learning and development standards (ELDS), is designed to help early childhood do just that by describing the particular skills and abilities that children need to develop to be successful, and by providing ideas for fostering their development.~~

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:24.2, and R.S. 17:153

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

#### §103. ~~About this Document~~ **Definitions**

A. ~~Over the course of the past decade, the state of Louisiana has developed several documents to articulate expectations for children's learning and development and provide guidance for early childhood educators. These documents have been published under different titles and by different agencies within Louisiana.~~

B. ~~To improve the quality of services for children, the early childhood community within Louisiana has worked to combine the state's early learning Standards into a single document that describes a continuum of learning from birth to age five. This continuum is designed to help early childhood educators look across age levels and learning domains to see how children's development emerges and progresses over time. These Standards will replace the previous set of Standards, and will be applicable to all children, including those with disabilities and English language learners.~~

#### C. ~~How This Document Was Developed~~

1. ~~To develop Louisiana's early learning and development standards (ELDS), the Louisiana state Department of Education and the Department of Children and Family Services established a leadership team that was responsible for overseeing the revision of the standards. Members of the leadership team examined research, looked at other states' standards, and considered policy statements from state and national organizations. To ensure consistency with the current K-12 standards, they also examined the Louisiana grade-level expectations for kindergarten and the common core state standards. Finally, they reviewed all appropriate research literature to make sure the expectations were inclusive of children from a variety of circumstances and with differing levels of ability.~~

2. ~~The leadership team developed an initial draft of the standards and indicators, and then worked with experts to review and improve the document. First, it was reviewed by a broader stakeholder group of early childhood educators and parents from across the state. This stakeholder group included representatives of higher education institutions, private childcare, head start, early intervention, as well as teachers and administrators of early education programs. Stakeholders provided comments and feedback on the content of the standards, as well as the overall structure and format of the continuum twice. In addition to the stakeholder group, expert reviewers from outside of Louisiana were asked to provide feedback on the standards. Finally, the leadership team invited sought and comment from the public on a draft of the standards and indicators via an online survey. More than 240 early childhood educators and administrators from across Louisiana responded with comment and suggestions. All of the comments and suggestions that were received were invaluable toward shaping and strengthening the final version of the standards.~~

Alphabet Awareness—Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Approaches to Learning—Behaviors and attitudes that indicate how children approach tasks and activities to learn and include characteristics such as initiative and curiosity; attention, engagement and persistence; and problem solving which help strengthen and facilitate learning across other school readiness domains.

Attention, Engagement, and Persistence—The capacity to pay attention and engage in learning activities for short periods of time so that children can complete short-term, concrete tasks and activities and then progresses so that children can concentrate for longer periods of time, persist in activities of interest, and set goals.

Emergent Writing—Young children's first attempts at the writing process.

Expressive Communication—The ability to communicate our thoughts and feelings through words, gestures, signs, and/or symbols.

Fine Motor Development—Skill development involving the smaller muscles of the hand.

Gross Motor Development—Skill development involving the large muscles in the arms, legs and torso.

Initiative and Curiosity—Personal experiences and the openness and curiosity about new discoveries that begins with interest in the world around them and the initiative to gain new knowledge by taste, touch, smell, sight, sound, and physical actions, then develops into interaction with unfamiliar objects and materials, seeking new ways for using items in the environment, and learning new information in a variety of ways in order to add to the growing knowledge of the world.

Phonological Awareness—The awareness of and ability to work with sounds in spoken language.

Print Concepts—The understanding of the nature and uses of print.

Problem Solving—Noticing how actions affect objects and cause things to happen, to find solutions, and to apply similar strategies again in the future including the skills of explaining how problems are solved, observation, reasoning, and prediction.

Receptive Communication—The ability to understand words and language.

Social Emotional Development—the process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

#### **§105. Role of the Early Learning and Development Standards**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

#### **§107. Guiding Principles**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

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#### **§109. Effective Use of Early Learning and Development Standards with All Children**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

#### **§111. Overview of the Early Learning and Development Standard**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

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#### **§113. Use of this Document with Other Documents in Louisiana**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### **Chapter 2. Early Learning Standards Continuum**

#### **§201. Approaches to Learning**

Repealed.

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### **Chapter 3. Cognitive Development and General Knowledge Learning and Development**

#### **§301. Creative Thinking and Expression Approaches to Learning**

##### **A. Introduction**

~~1. Creative arts development promotes creativity, individual expression, self esteem, imagination, and appreciation of cultural diversity. Through music, movement, visual arts, and dramatic arts, young children are encouraged to explore and express themselves creatively. Creative expression is important for many reasons, but partially because it supports children's cognitive growth, problem solving skills, and growing insight into the world around them. Creative arts provides children with an opportunity to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. Such opportunities help children to develop their talents and recognize their own uniqueness.~~

##### **B. Encouraging Creativity**

~~1. From a very young age, children respond to color, sound, and movement. Bright colors, interesting textures or a variety of sounds help to stimulate an infant's natural interest and curiosity. Providing a variety of sights, sounds, smells, tastes, and textures for young children to explore helps nurture the development of creativity.~~

~~2. As children grow, they begin to use their imagination and think more creatively. The preschool years can be one of the most creative times in a child's life as they look for ways to express their thoughts, ideas and feelings through music, drama, and visual art.~~

~~3. It is important for teachers and parents to understand that children's creativity depends a great deal on the environment in which they live and play, as well as the adults with whom they interact. Creativity requires a certain amount of freedom and risk taking; therefore, it is important that adults create an atmosphere that encourages children and allows the occasional mistake. Teachers should offer creative activities that emphasize the experience rather than the outcome. These experiences should be concrete, hands on learning activities, offered in a risk free environment where all children are encouraged to express themselves freely.~~

##### ~~4. Stages of Art Development~~

###### ~~a. Scribbling Stage (3 to 4 years of age)~~

~~i. Children use crayons, markers, and paint in zigzag fashion and circular motions.~~

~~ii. Later, the scribbles become more controlled.~~

~~iii. Their work is exploratory.~~

~~iv. Color is unrealistic.~~

~~v. The child begins to draw symbols like circles, crosses, and lines.~~

###### ~~b. Preschematic Stage (4 to 7 years of age)~~

~~i. Age 4~~

(a). The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs.

(b). Sometimes there is a mouth, arms, hands, feet, or shoes.

(c). Objects are drawn at random, and they are not in sequence or proportion.

(d). At this stage, form is more important than color.

(e). As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

ii. Age 7

(a). The child has established a mental picture of an object that is repeated with each painted repetition of the object.

(i). For example, each time the child paints a house, it will look very much like all the other houses he/she has painted.

e. Schematic Stage (6 to 9 years of age)

i. At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

NOTE: source, *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

C. Standard 1—develop an 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.

Subdomain: Creative Thinking and Expression (CC)				
Standard CC 1: Develop an 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.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CC 1 Indicators</b>				
<ul style="list-style-type: none"> <li>—Show interest and respond to different voices and sounds. (0.1)</li> <li>—Listen and respond to music by moving their bodies. (0.2)</li> </ul>	<ul style="list-style-type: none"> <li>—Imitate sounds and movements to favorite songs or music. (1.1)</li> <li>—Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)</li> <li>—Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)</li> </ul>	<ul style="list-style-type: none"> <li>—Move and dance to favorite songs and music. (2.1)</li> <li>—Participate in familiar songs and finger plays. (2.2)</li> <li>—Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)</li> <li>—Respond to changes in tone and melody. (2.4)</li> <li>—Move their bodies creatively. (2.5)</li> <li>—Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)</li> </ul>	<ul style="list-style-type: none"> <li>—Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</li> <li>—Participate in songs and finger plays. (3.2)</li> <li>—Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</li> <li>—Identify changes in tempo when listening to music. (3.4)</li> <li>—Replicate changes in tempo. (3.5)</li> <li>—Use instruments, props, and body to respond creatively to music. (3.6)</li> </ul>	<ul style="list-style-type: none"> <li>—Express thoughts and feelings through movement and musical activities. (4.1)</li> <li>—Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</li> <li>—Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</li> <li>—Describe changes in tone, melody, rhythm, and tempo. (4.4)</li> <li>—Use instruments, props, and body creatively to express self through music and movement. (4.5)</li> </ul>

D. Standard 2—develop an appreciation for visual arts from different culture and create various forms of visual arts.

Subdomain: Creative Thinking and Expression (CC)				
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CC 2 Indicators</b>				
<ul style="list-style-type: none"> <li>—Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)</li> </ul>	<ul style="list-style-type: none"> <li>—Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)</li> <li>—Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>—Choose to participate in various forms of art activities. (2.1)</li> <li>—Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)</li> <li>—Choose to participate in various forms of art activities. (2.3)</li> <li>—Use a variety of tools and materials to create art. (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>—With prompting and support, describe what they like and do not like about various forms of art. (3.1)</li> <li>—Describe general features (color, size, objects included) of a piece of art work. (3.2)</li> <li>—Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>—Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</li> <li>—Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</li> <li>—Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</li> </ul>

E. Standard 3: Explore roles and experiences through dramatic art and play.

Subdomain: Creative Thinking and Expression (CC)				
Standard CC 3: Explore roles and experiences through dramatic art and play.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 - 60 months)
<b>CC 3 Indicators</b>				
<ul style="list-style-type: none"> <li>— Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1)</li> <li>— Explore toys and other objects. (0.2)</li> <li>— Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)</li> </ul>	<ul style="list-style-type: none"> <li>— Use one object to represent another object. (1.1)</li> <li>— Imitate voice inflections and facial expressions from a character in a story. (1.2)</li> <li>— Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)</li> </ul>	<ul style="list-style-type: none"> <li>— Observe and/or engage in short dramatic performances with adult support. (2.1)</li> <li>— Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)</li> <li>— Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)</li> <li>— Use one object to represent another object. (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>— Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1)</li> <li>— With prompting and support, role play or use puppets to act out stories. (3.2)</li> <li>— Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</li> <li>— Use one object to represent another object. (3.4)</li> </ul>	<ul style="list-style-type: none"> <li>— Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</li> <li>— Role play or use puppets to act out stories or play a character. (4.2)</li> <li>— Represent fantasy and real-life experiences through pretend play. (4.3)</li> <li>— Use objects to represent other objects. (4.4)</li> </ul>

F. Strategies for Creative thinking and expressions.

Cognitive Development and General Knowledge Strategies for Creative Thinking and Expression
<b>Infants</b>
<ul style="list-style-type: none"> <li>— Offer a wide variety of experiences to all infants, including children with disabilities. Make sure that these experiences encourage use of their senses: feeling, smelling, looking, hearing, and tasting.</li> <li>— Provide infants with opportunities to be outside and experience the outdoors (e.g., listen to birds, touch the grass, pick up leaves).</li> <li>— Give opportunities for children to use paint, crayons, and chalk; however, they will need to be closely supervised in these activities.</li> <li>— Accept that children may get dirty or messy as part of the learning process.</li> <li>— Set up musical mobiles for infants to watch and listen to.</li> <li>— Let children listen and move to many types of music. For example, play soft, soothing music during naptime or energetic, bouncy music for children to dance to.</li> </ul>
<b>Toddlers</b>
<ul style="list-style-type: none"> <li>— Provide a variety of unstructured materials that toddlers can use creatively (e.g., art and expressive materials area with easel, thick paints, brushes, large pieces of paper, chalk, clay, etc.).</li> <li>— Offer materials that are in the same category but are different in some way (such as size or texture), or that produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside.</li> <li>— Play music of all kinds jazz, classical, folk, etc. not just children’s songs. Review songs ahead of time to make sure that they are appropriate for young children.</li> <li>— Dance and use creative movement activities with children using different kinds of music and props.</li> <li>— Allow and encourage children to solve problems in their own way.</li> <li>— Encourage children to make up new songs, chants or rhymes.</li> <li>— Display children’s artwork at eye level and be sure to talk often about their work.</li> </ul>
<b>3-Year-Olds</b>
<ul style="list-style-type: none"> <li>— Provide a variety of sensory materials for both indoor and outdoor play (e.g., clay, goop (water and cornstarch), chalk, wood pieces, play dough).</li> <li>— Invite children to talk about their artwork and describe it for others. If children are unable to describe verbally, make specific comments about observations about what you see (e.g., "you used a lot of blue in your picture").</li> <li>— Provide dress-up materials to encourage pretend play. Include a variety of themes such as hardhats and tools for builders or stethoscope and scrubs for doctors.</li> <li>— Listen to a wide variety of music. Talk about the variations in the music, such as loud/soft, fast/slow. Point out the sounds made by different instruments.</li> <li>— Introduce children to a variety of music forms. Encourage them to express themselves through dance and body movements.</li> </ul>
<b>4-Year-Olds</b>
<ul style="list-style-type: none"> <li>— Take pictures of children engaged in creative activities. Display these for families to see and so that children can easily recall things that they have done.</li> <li>— Provide toys or materials that create real-life scenes such as a farm or school room (e.g., stuffed animals and puppets). Encourage children to pretend using these materials.</li> <li>— Ask families to share music or recordings from home for the children to enjoy. Play songs and perform dances from different places around the world.</li> <li>— Create opportunities in dramatic play where children can role-play familiar roles or situations (e.g., shopping in a grocery, ordering food in a restaurant, being the teacher).</li> <li>— Display children’s artwork throughout the classroom and building. Encourage children to answer questions and talk about the meaning of their work.</li> </ul>

A. Initiative and Curiosity

Standard 1: Children engage in multiple and varied play-based experiences.				
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)
Explore objects, materials, and/or people in their immediate environment using their senses. Interact with materials by manipulating them in a variety of ways (e.g., grasp; mouth; bang).	Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).	Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).	Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	Seek out and engage with unfamiliar objects, materials, and experiences.
Demonstrate interest in others (e.g., turn head toward familiar voice).	Demonstrate interest in their surroundings.	Seek information about familiar objects, people, and experiences.	Seek information about unfamiliar objects, people, and experiences.	Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
Meet one’s own needs using simple behaviors (e.g., feed oneself finger foods).	Attempt to help with simple tasks and activities.	Demonstrate increasing interest and independence in completing simple tasks.	Complete a variety of simple tasks independently.	Complete multi-step tasks independently.
Select a particular material, toy, or place of interest to explore on their own.	Express choices and preferences.	Insist on preferences and express dislikes.		

B. Attention, Engagement, and Persistence

Standard 2: Children engage in activities and tasks with attention, focus, and persistence.				
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)
Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.	Focus attention on people, objects, and activities of interest.	Focus attention to complete a short, simple task with adult support.	Maintain focus on activities of interest despite distractions.	Maintain focus on adult-directed activities with adult support.

Intentionally take action to make things happen (e.g., shake rattle to make noise).	Repeat self-selected tasks over and over again.	Complete activities of choice from start to finish with adult support.	Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).	Persist with a challenging task despite interruptions and disruptions.
	Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).	Remain actively engaged in activities of interest and protest if interrupted.	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).	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).

### C. Problem Solving

Standard 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.				
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)
Interact with objects in a variety of ways and notice the effects of their own actions.	Repeat behaviors to obtain desired results.	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).	Make predictions based on past experiences.	Make predictions and explain reasoning.
Attend to objects and/or activities in the environment.	Observe the ways in which others interact with objects and materials.	Observe and imitate actions of others when attempting to accomplish tasks or solve problems.	Recall and use previously successful strategies to complete tasks.	Apply prior knowledge and experiences to complete new tasks and solve new problems.
Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).	Try out one or two strategies to accomplish tasks and solve problems with adult support.	Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.	Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	Communicate the steps used to solve problems and/or accomplish tasks.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

## §303. Mathematics Social and Emotional Development

### A. Introduction

1. The preschool years are a wonderful time for children to become interested in mathematics. Mathematics helps children make sense of the world around them and helps them find meaning in the physical world. Through mathematics, children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically.

2. Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In a developmentally appropriate play-based environment, teachers and caregivers can build on children's everyday activities to help children learn mathematical ideas and develop positive attitudes toward mathematics.

### B. Building a foundation for mathematics

1. With very young children infants and toddlers teachers can use descriptive language in everyday conversations to help build children's understanding of quantity (e.g., "more," "all gone"). Teachers and caregivers can also play games, sing songs, and read books that use numbers and counting. For older preschoolers, teachers and caregivers might work with children to use mathematics skills, such as measuring and knowledge of shapes, to build something. They might also introduce games and activities that specifically deal with mathematics such as games that require sorting or comparisons.

2. Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to help children expand their mathematical thinking. They must also create an environment that encourages mathematical play and exploration. Including materials such as unit blocks, manipulatives, or a props for a dramatic play center where children include counting in their play (such as a store) helps form the foundation that children need to develop mathematical knowledge.

C. Standard 1 understand numbers, ways of representing numbers, and relationships between number and quantities.

Subdomain: Mathematics (CM)					
Standard CM 1: Understand Numbers, Ways of Representing Numbers, and Relationships between Number and Quantities					
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment
<b>CM 1 Indicators</b>					<b>Counting and Cardinality (K.CC)</b>
— Attend to an adult counting. (0.1) — Respond to adult question of whether or not they want more. (0.2)	— Participate in simple counting activities. (1.1) — Understand the concepts of "more" and "all." (1.2)	— Recite the number list to count to 6. (2.1) — With prompting and support, count up to 3 and then backwards from 3. (2.2) — Tell "how many" after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3) — Understand the concepts of "one" and "two" (e.g., parent says, "take just one cookie"). (2.4) — With prompting and support, counts one to	— Verbally counts by ones to 10. (3.1) — With prompting and support, count up to 5 and then backwards from 5. (3.2) — Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) — Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when	— Verbally count by ones to 20. (4.1) Count forward from a given number between 1 and 10, and count backward from 5. (4.2) — Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) — Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) — Identify written numerals 0-10 in the	<b>K.CC 1</b>
					— Count to 100 by ones and by tens.
					<b>K.CC 2</b>
					— Count forward beginning from given number within the known sequence (instead of having to begin at 1).
					<b>K.CC 3</b>
					— Write numbers from 0-20. Represent a number of objects with at written numeral 0-20 (with 0 representing a count of no objects).
					<b>K.CC 4</b>

Subdomain: Mathematics (CM)					
Standard CM 1: Understand Numbers, Ways of Representing Numbers, and Relationships between Number and Quantities					
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment
<b>CM 1 Indicators</b>					<b>Counting and Cardinality (K.CC)</b>
		<p>three objects using one-to-one correspondence when doing simple routines. (2.5)</p> <p>—(Identify one or two written numerals when named. (2.6)</p> <p>—Can match one or two written numerals with the correct amount of objects. (2.7)</p> <p>—Understand the concepts of "more," "all" or "none". (2.8)</p> <p>—Visually compare two sets of objects and identify which set has more. (2.9)</p>	<p>doing simple routines. (3.4)</p> <p>—Identify some written numerals but not in sequence. (3.5)</p> <p>—With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p>—Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p>—Identify an object or person as first. (3.8)</p>	<p>everyday environment. (4.5)</p> <p>—With prompting and support, match a number of objects with the correct written numeral from 0-10. (4.6)</p> <p>—Compare sets of objects using same/different and more/less/fewer. (4.7)</p> <p>—Identify an object's or person's position as first or last. (4.8)</p>	<p>—Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>— a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>— b. — Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
					<b>K.CC 6</b>
					— Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
					<b>K.CC 7</b>
					— Compare two numbers between 1 and 10 presented as written numerals.

D. Standard 2: Understand basic patterns, concepts, and operations.

Subdomain: Mathematics										
Standard CM 2: Understand basic patterns, concepts, and operations.										
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Math Common Core Standards Alignment					
<b>CM 2 Indicators</b>					<b>Measurement and Data (K.MD)</b>					
<p>— Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)</p>	<p>— Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (1.1)</p> <p>— Imitate simple movement patterns. (1.2)</p> <p>Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)</p> <p>— Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)</p> <p>— Participate in activities that combine and separate groups/sets of objects. (1.5)</p>	<p>— Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1)</p> <p>— Copy simple movement or rhythmic patterns. (2.2)</p> <p>— Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</p> <p>— Participate in activities that combine and separate groups/sets of objects. (2.4)</p> <p>— Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (2.5)</p> <p>— Participate in simple story problems created with objects and/or manipulatives. (2.6)</p>	<p>— Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p>— Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p> <p>— Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p>— Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (3.4)</p> <p>— Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</p>	<p>— Recognize, copy, and extend patterns. (4.1)</p> <p>— Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</p> <p>— Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p>— Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)</p>	<b>K.MD 3</b>					
										— Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
										<b>Operations and Algebraic Thinking (K.OA)</b>
										<b>K.OA 1</b>
					— Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.					
					<b>K.OA 2</b>					
					— Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.					

E. Standard 3: Understand attributes and relative properties of objects as related to size, capacity, and area.

Subdomain: Mathematics					
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.					
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment
<b>CM 3 Indicators</b>					<b>Measurement and Data (K.MD)</b>
<ul style="list-style-type: none"> <li>— Play with toys and other objects of different sizes and weights. (0.1)</li> </ul>	<ul style="list-style-type: none"> <li>— With adult support, notice differences in the size of objects. (1.1)</li> <li>— Participate in activities that compare the size and weight of objects. (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>— Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</li> <li>— Manipulate, handle, and use a variety of measurement tools in play. (2.2)</li> <li>— Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>— Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</li> <li>— Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</li> <li>— Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)</li> <li>— Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</li> </ul>	<ul style="list-style-type: none"> <li>— Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</li> <li>— Put up to six objects in order by length (seriate). (4.2)</li> <li>— Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)</li> <li>— Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (e.g., ruler, scale, measuring cup). (4.4)</li> </ul>	<b>K.MD 1</b>
					<ul style="list-style-type: none"> <li>— Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> </ul>
					<b>K.MD 2</b>
					<ul style="list-style-type: none"> <li>— Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute and describe the difference.</li> </ul>

F. Standard 4: Understand shapes, their properties, and how objects are related to one another in space.

Subdomain: Mathematics										
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space										
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment					
<b>CM 4 Indicators</b>					<b>Geometry (K.G)</b>					
<ul style="list-style-type: none"> <li>— Explore various shapes. (0.1)</li> <li>— Move their body in space and observe people and objects as they move through space. (0.2)</li> </ul>	<ul style="list-style-type: none"> <li>— Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)</li> <li>— Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>— Recognize at least two basic shapes. (2.1)</li> <li>— Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</li> <li>— Solve simple puzzles that require two pieces to fit together. (2.3)</li> <li>— Participate in creating simple shapes using objects or other materials. (2.4)</li> <li>— Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between). (2.5)</li> </ul>	<ul style="list-style-type: none"> <li>— Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</li> <li>— With prompting and support, name the attributes of two shapes. (3.2)</li> <li>— Create simple shapes using objects or other materials. (3.3)</li> <li>— Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</li> <li>— With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</li> <li>— Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</li> </ul>	<ul style="list-style-type: none"> <li>— Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</li> <li>— Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</li> <li>— Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</li> <li>— Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</li> <li>— Use and understand positions of objects, self and other people in space (e.g., in/on, over/under, up/down, inside/outside, beside/between, and in front/behind). (4.5)</li> </ul>	<b>K.G 1</b>					
					<ul style="list-style-type: none"> <li>— Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> </ul>					
										<b>K.G 2</b>
										<ul style="list-style-type: none"> <li>— Correctly name shapes regardless of their orientation or overall size.</li> </ul>
										<b>K.G 4</b>
										<ul style="list-style-type: none"> <li>— Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</li> </ul>
					<b>K.G 5</b>					
					<ul style="list-style-type: none"> <li>— Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> </ul>					
					<b>K.G 6</b>					
					<ul style="list-style-type: none"> <li>— Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</li> </ul>					

G. Strategies for Mathematics

Strategies for Mathematics	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>— Sing songs or use finger plays that use numbers and counting (e.g., One, Two, Buckle My Shoe).</li> <li>— During mealtimes, ask child, "Would you like some more?"</li> <li>— Offer toys that have incremental sizes (e.g., nesting cups or stackable rings).</li> <li>— Provide opportunities to notice patterns outdoors and comment on those (e.g., types of leaves or color of flowers).</li> <li>— Allow infants time to try to solve problems on their own.</li> </ul> <p>Know each infant's tolerance for frustration and his or her developing abilities, and tailor your actions accordingly.</p> <ul style="list-style-type: none"> <li>— Talk with young children about how they are playing or what they are doing. Use words that encourage children to count, compare, problem solve, and make connections to the world around them (e.g., circle, square, bigger/smaller, up/down, 1-2-3...).</li> <li>— Include objects in the environment that have a one-to-one relationship (e.g., containers with lids, markers with tops, etc.).</li> </ul>	
<b>Toddlers</b>	
<ul style="list-style-type: none"> <li>— Teach concepts, such as colors and shapes, to toddlers using every day routines rather than using drill. For example, say, "Elliot, I see round circles on your shirt."</li> <li>— Help toddlers understand number concepts in a natural context of play and daily routines. For example, point out the number of children who are swinging.</li> <li>— Play games and sing songs that use numbers and counting (e.g., Five Little Monkeys). Use finger plays/songs to focus toddlers' attention.</li> <li>— Read books that present basic math concepts in the context of everyday environments or routines (e.g., home, going to bed, etc.).</li> <li>— Help toddlers understand shapes in the natural context of play and daily routines. For snack, serve round and square crackers and verbally label them as you offer choices: "We have round and square crackers for snack. Which would you like?"</li> <li>— Begin to ask questions such as, "how many do you see?" or "how tall is your tower?"</li> </ul>	
<b>3-Year Olds</b>	
<ul style="list-style-type: none"> <li>— Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.</li> <li>— Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they "cook" in home living. Use this as an opportunity to count numbers or to talk about shapes.</li> <li>— Observe children as they work with materials and comment on what you see them doing. Ask questions about concepts and relationships such as "Which pile do you think has more?"</li> <li>— Verbalize information about concepts and relationships in the things you do during the day. "I can't find the one that matches this. Can you help me?"</li> <li>— Point out concepts and relationships as the children work with material during their play: "This is the biggest truck we have. Which one is the smallest?"</li> </ul>	
<b>4-Year Olds</b>	
<ul style="list-style-type: none"> <li>— Model mathematical behavior and activities. Think out loud as you use math to solve problems, explain an idea or plan for a project.</li> <li>— Name groups of things in the environment using number and shape names (e.g., "Look at those three funny Jack-O-Lanterns. What shape are eyes?").</li> <li>— Ask children to reflect on their day and plan what they will do later that same day.</li> <li>— Encourage children to talk about procedures (e.g., "My game piece is on the number 4." "I need to roll a two to catch up to you." "We still have a long way to go to the end!").</li> <li>— Provide opportunities for children to weigh everyday items that are located in the classroom (e.g., books, blocks, rock). Use a balance scale or a digital bathroom scale to compare different objects.</li> <li>— Involve children in cooking activities. This will provide children with opportunities to measure out ingredients. It also is an opportunity to teach about fractions by cutting a cake or dividing a pie.</li> </ul>	

### A. Relationships with Adults

Standard 1: Children engage in and maintain positive relationships and interactions with adults.				
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)
Notice and respond to familiar adults.	Mimic signs of recognition (e.g., smile; wave).	Initiate signs of recognition with familiar adults.	Demonstrate recognition of familiar adults using simple actions and/or words.	Demonstrate recognition of familiar adults using multiple and varied actions and/or words.
Respond differently to familiar versus new adults.	Seek to be near familiar adults and respond cautiously to new adults.	Check in with familiar adults for reassurance when trying new things.	Separate from trusted adults when in familiar settings.	Separate from trusted adults in new settings.
Move or cry to seek attention and comfort from familiar adults.	Request help from familiar adults to address wants and needs.	Request help from familiar adults when encountering difficult tasks or situations.	Request help from adults to meet needs and/or solve problems, then attempt to implement suggestions with adult support.	Work with adults to generate ideas for accomplishing tasks and/or solving problems, then implement suggestions independently.
Engage in simple back-and-forth interactions with familiar adults.	Initiate back-and-forth play with familiar adults.	Initiate play and interactions with familiar adults.	Interact with both trusted and unfamiliar adults.	Interact with adults new to their environment (e.g., substitute caregiver).
Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).	Imitate gestures and sounds of familiar adults during interactions.	Imitate behaviors observed in familiar adults (e.g., pretend to cook; "read" a book).	Interact with adults to seek information and to socialize.	Interact with adults to share ideas and plan activities.

### B. Relationships with Children

Standard 2: Children engage in and maintain positive relationships and interactions with other children.				
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)
Notice other infants and children.  Touch, smile, or babble to other infants and children.	Interact briefly with other children using gesturing.	Play alongside other children (parallel play) for short periods of time with adult support.	Interact or play cooperatively with other children.	Interact or play cooperatively with a small group of children for a sustained period of time.
		Take turns when playing with other children with adult guidance and support.	Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.	Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.
		Interact more frequently with a familiar child.	Demonstrate preference to play with one or more specific children.	Demonstrate preference to routinely play with one or more specific children.
			Initiate an activity or join other children in an activity that is already in progress.	Initiate, join in, and sustain positive interactions with a small group of children.

<b>Standard 2: Children engage in and maintain positive relationships and interactions with other children.</b>				
	Demonstrate awareness of conflict (e.g., cry; turn away).	Seek assistance from adults to resolve conflicts with other children.	Suggest solutions to conflicts with adult guidance and support.	Suggest solutions to resolve conflicts with other children with limited adult support.

### C. Self-Confidence

<b>Standard 3: Children recognize themselves as unique individuals and express confidence in their own abilities.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Explore one's own body parts (e.g., study hands; play with feet).	Point to one's own body parts when named.	Identify body parts spontaneously.		
Respond to one's own image in a mirror.	Recognize oneself in a mirror.	Identify oneself in photographs.		
React when name is called (e.g., smile; coo).	Respond when name is called.	Use different words (e.g., I, me, mine) when referring to oneself, including first name.	Use one's own first and last name.	
			Describe oneself using personal characteristics.	Differentiate between self and others based on personal characteristics and/or interests.
Express preferences for objects, activities, and people.	Express preferences for objects, activities, and people using gestures, signs, or words.	Indicate preferences when asked (e.g., food; toys; activities).	Express likes and dislikes, and make choices based on personal preferences.	
Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).	Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).	Identify self as a unique member of a family (e.g., identify self and other family members in family photo).	Share information about family members and traditions (e.g., describe family events, celebrations and/or important people in their lives).	Identify self as a unique member of different groups (e.g., family; preschool class).
	Demonstrate a sense of satisfaction when accomplishing simple tasks.	Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others.	Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently.	Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered.
Express pleasure at things one has done (e.g., wiggle; coo; laugh).	Express pride over accomplishments.	Call attention to new skills or abilities.	Express positive feelings about self when prompted.	Describe oneself using positive terms (e.g., hard worker).

### D. Emotion Regulation

<b>Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.	Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.	Express a range of emotions (e.g., pride; embarrassment; shame; guilt) using gestures, actions, and/or words.	Express complex emotions (e.g., gratitude; jealousy; remorse; disgust) using actions and/or words.	Express strong emotions in a manner that is safe for self and others with occasional adult support.
React to an adult's expression of feelings (e.g., facial expression; tone of voice).	Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.	Recognize feelings when named by an adult.	Accurately identify one's own basic feelings (e.g., happy; mad; sad).	Accurately label one's own feelings and identify them in various situations.
React to others' expressions of emotions (e.g., cries when another child cries).	Respond to others' expressions of emotions with adult support.	Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).	Accurately identify basic emotions in others and respond with care and concern.	Accurately label emotions in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").
Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).	Accept some redirection from adults.	Frequently respond positively to choices and limits set by an adult.		
	Participate in simple routines and accept transitions with adult support.	Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.	Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders.	Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed.
	Notice how others respond to one's own behaviors.	Experiment with effects of one's own actions on objects and people.	Demonstrate understanding of how one's own actions and behavior affect others.	Predict consequences of one's own and others' actions and behavior with adult support.
React to stressful situations by shifting attention or turning away. Accept comfort when held, rocked, or talked to by a familiar adult.	Use simple behaviors to soothe oneself when upset.	Imitate strategies to manage emotions and behavior with adult direction.	Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.	Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.
		Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.	Demonstrate the ability to wait to get something one wants (delayed gratification).	

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

## §305. Science Language and Early Literacy Development

### A. Introduction

1. ~~Young children are natural scientists. They easily become fascinated by everyday events and experiences. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open ended questions, young children make inferences and become higher level thinkers.~~

2. ~~Quality early childhood science programs should encourage children to use all of their senses, and help children pay attention to the process they use to explore as well as the specific information they need to know. In addition to science inquiry skills, young children can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all areas of the curriculum.~~

### B. Encouraging scientific thinking

1. ~~With very young children, infants and toddlers, relationships and early experiences are at the center of the scientific learning process. Through relationships, active exploration, and experiences, infants and toddlers begin to make discoveries about the world around them. They learn to figure out how things work, imitate others, and try out new behaviors. As infants grow older, they use attachment relationships with caregivers as a secure base for exploration. They also become interested in~~

showing and giving things to adults. At the toddler age, children ask questions and share meaning with their caregivers. To encourage scientific thinking young children also need space and opportunities to explore, as well as materials that encourage learning and discovery. Provide a rich selection of age appropriate, easily accessible toys and materials provides infants and toddlers with the foundation for learning and discovery.

2.—As children move into the preschool years, they take on a more active role in searching out, describing, and explaining events that occur in the physical and natural world. They enjoy trying to see how things work, and when provided with a rich environment that includes a variety of materials, they will begin to ask questions, conduct experiments, and investigate new ideas. This creates opportunities for hypothesizing and predicting, observing, collecting information, and formulating conclusions. Their knowledge and understanding of science grows out of these opportunities to explore and relate new experiences to prior knowledge and personal experiences.

C.—Standard 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).

Subdomain: Science (CS)				
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CS 1 Indicators</b>				
<ul style="list-style-type: none"> <li>— Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</li> <li>— Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</li> <li>— Occasionally use simple problem-solving strategies to explore objects. (0.3)</li> <li>Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</li> </ul>	<ul style="list-style-type: none"> <li>— Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)</li> <li>— Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)</li> <li>— Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)</li> <li>— Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4)</li> <li>— Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)</li> <li>— Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)</li> <li>— Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)</li> </ul>	<ul style="list-style-type: none"> <li>— Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)</li> <li>— Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)</li> <li>— Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)</li> <li>— Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)</li> <li>— Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)</li> <li>— Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)</li> <li>— Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</li> <li>— Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)</li> </ul>	<ul style="list-style-type: none"> <li>— Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</li> <li>— Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</li> <li>— Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</li> <li>— Show an understanding of cause and effect relationships that are observed immediately. (3.4)</li> <li>— With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</li> <li>— Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</li> <li>— Participate in simple scientific investigations. (3.7)</li> <li>— With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</li> <li>— With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)</li> </ul>	<ul style="list-style-type: none"> <li>— Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)</li> <li>— Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</li> <li>— Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</li> <li>— Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</li> <li>— Conduct simple scientific experiments. (4.5)</li> <li>— Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</li> <li>— With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7)</li> </ul>

D.—Standard 2: Acquire scientific knowledge related to physical science (properties of objects and materials).

Subdomain: Science (CS)				
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CS 2 Indicators</b>				

<p>— Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)</p> <p>— Show interest and curiosity in objects. (0.2)</p>	<p>— Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)</p> <p>— Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</p> <p>— Watch how balls, toys and other objects move. (1.3)</p>	<p>— Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)</p> <p>— Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)</p> <p>— Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)</p> <p>— With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</p> <p>— Explore different ways balls, toys and other objects move. (2.5)</p>	<p>— With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</p> <p>— Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.). (3.2)</p> <p>— With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</p> <p>— Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</p>	<p>— With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</p> <p>— Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)</p> <p>— Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</p> <p>— Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</p>
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**E. Standard 3: Acquire scientific knowledge related to life science (properties of living things).**

Subdomain: Science (CS)				
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CS 3 Indicators</b>				
<p>— Show interest and curiosity in plants and living creatures. (0.1)</p> <p>Look at and explore different parts of human body and living creatures. (0.2)</p>	<p>— Explore the characteristics of living creatures (e.g., touches caregiver's face, looks intently at a leaf, or grabs the cat's tail). (1.1)</p> <p>— Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur vs. scales, big and small people). (1.2)</p> <p>— Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</p> <p>— Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant vs. a big plant, a baby animal vs. a full-grown animal). (1.4)</p> <p>— Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot). (1.5)</p>	<p>— With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</p> <p>— Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</p> <p>— Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</p> <p>— Follow adults' guidance on how to act appropriately when near living things. (2.4)</p> <p>— Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</p> <p>— Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</p>	<p>— With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</p> <p>— Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</p> <p>— Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p> <p>— Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</p> <p>— Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p> <p>— Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</p>	<p>— Explore, observe, and describe a variety of living creatures and plants. (4.1)</p> <p>— Classify living creatures and plants into categories according to at least one characteristic. (4.2)</p> <p>— Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)</p> <p>— Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</p> <p>— Describe plants' and living creatures' life cycles. (4.5)</p> <p>— Use basic vocabulary to name and describe plants and living creatures. (4.6)</p> <p>— Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</p>

**F. Standard 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).**

Subdomain: Science (CS)				
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>CS 4 Indicators</b>				
<p>Respond to the current weather conditions. (0.1)</p>	<p>— Notice the current weather conditions. (1.1)</p> <p>— Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</p> <p>— Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</p> <p>— Participate in stories, songs, and finger plays about day and night. (1.4)</p>	<p>— Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)</p> <p>— Point to types of clothing needed for current seasonal weather conditions. (2.2)</p> <p>— Talk about the current weather conditions. (2.3)</p> <p>— Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</p> <p>— Identify the sky's different characteristics during night and day. (2.5)</p>	<p>— Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</p> <p>— Name the types of clothing needed for different seasons. (3.2)</p> <p>— Identify the characteristics of current weather conditions. (3.3)</p> <p>— Describe objects found in the day or night time sky. (3.4)</p> <p>— Talk about how the sky changes from night to day. (3.5)</p>	<p>— Compare, and contrast seasonal changes where they live. (4.1)</p> <p>— Describe the types of clothing needed for different seasons. (4.2)</p> <p>— Describe the current weather and how weather conditions can change from day to day. (4.3)</p> <p>— Describe major features of the earth and sky, and how they change from night to day. (4.4)</p>

**G. Strategies for Science**

<b>Infants</b>
<ul style="list-style-type: none"> <li>— Give young infants faces to look at, especially the teachers. Infants attend to faces, either real or in picture form, longer than to any other images.</li> <li>— Talk with young infants during caregiving times of feeding, bathing, diapering, and dressing. Explain what will happen, what is happening, and what will happen next.</li> <li>— Provide very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying-sized objects within view and reach of infant.</li> <li>— Vary the position of young infants so they can see more of their environment.</li> <li>— Add interesting toys of different textures that are responsive to the action of the infant (e.g., soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles).</li> <li>— Talk with infants about what they are experiencing through their senses. Say, "I know that you like the taste of apple sauce."</li> <li>— Notice and comment when children apply knowledge to new situations.</li> </ul>
<b>Toddlers</b>
<ul style="list-style-type: none"> <li>— Add materials to environment that are slightly more challenging to toddlers (e.g., puzzles with more pieces or smaller pegs and balls).</li> <li>— Talk to toddlers about how things are alike and different.</li> <li>— Allow toddlers to figure out what to do with new play materials. Take time to watch rather than direct their actions.</li> <li>— Provide equipment and materials that encourage problem-solving in both the indoor and outdoor environments (e.g., small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).</li> <li>— Allow toddlers to work on a problem uninterrupted.</li> </ul> <p>Watch what they do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is getting too frustrated.</p> <ul style="list-style-type: none"> <li>— Begin to talk about solving problems. Have conversations with toddlers about problem-solving. For example, if it is raining and the group will not be able to go outside, talk to each other and the group of children about the problem and how to spend the time.</li> </ul>
<b>3-Year-Olds</b>
<ul style="list-style-type: none"> <li>— Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they "cook" in home living. Appreciate this creative use of materials as a part of cognitive development.</li> <li>— Encourage children to make predictions by asking, "What would happen if" questions.</li> <li>— Model problem-solving by offering children opportunities to help you solve problems. Talk through the activity by saying, "The playground gate is locked. What should we do?"</li> <li>— Ask open-ended questions that encourage children to predict what will happen. For example, as you hand Lizzie the bottle of liquid soap, ask, "What do you think will happen if you squirt just a little bit of soap into the water?"</li> <li>— Take nature walks to observe changes in the seasons.</li> <li>— Talk about the weather conditions daily.</li> </ul>
<b>4-Year-Olds</b>
<ul style="list-style-type: none"> <li>— Use appropriate scientific vocabulary (e.g., experiment, hypothesis, predict, etc.).</li> <li>— Cook with children in your classroom, talk about what happens when foods are combined or heat is applied.</li> <li>— Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it or adding powdered drink mix to a glass of water).</li> <li>— Ask open-ended questions when conducting simple experiments where children can predict and analyze outcomes.</li> <li>— Provide soil and seeds so that children can grow their own plants. Ask children to document changes they observe through pictures or graphs.</li> <li>— Use outdoor time to observe the weather conditions (e.g., talk about the clouds moving across the sky on a windy day).</li> <li>— Include live animals and plants in the classroom, along with models, stuffed animals, pictures, and posters.</li> </ul>

## A. Language Development

### 1. Receptive Communication

<b>Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Recognize more than one tone of voice in adults and respond with body movement and sounds.	Respond to facial expressions, tone of voice, and some words that communicate basic emotions.	Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.		
Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	Respond to speech and other communication directed at them.	Respond to simple statements, questions, and other communication.	Respond to statements, questions, and other communication.	Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
Respond or show excitement upon hearing familiar words.	Respond appropriately to familiar words, signs, and/or songs.	Demonstrate understanding of descriptive words through conversations and actions.	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.	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.
Respond to simple requests accompanied by gestures or tone of voice.	Follow simple directions, especially if accompanied by gestures.	Follow one or two-step directions with few gestures.	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).	Follow detailed directions that involve multiple steps (e.g., "Get the sponge, dampen it with water, and clean your table top.>").

### 2. Expressive Communication

<b>Standard 2: Communicate with others to express self.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Experiment with making sounds. Engage in babbling.	Communicate through word-like sounds, some words, and some simple phrases.	Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store").	Communicate using simple sentences.	Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.

Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.
	Respond to simple statements and questions about pictures, people, and things that are present.	Answer and ask simple questions about things and activities at the time they are happening.	Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.
		Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.	Express emotions, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	Use several words that explain the same idea (i.e., synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.
		Speak in a way that is understood by most familiar people.	Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.	Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.
	Use some pronouns.	Use the plural forms of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.	Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	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.

### 3. Social and Conversational Rules

<b>Standard 3: Children use social and conversational rules when communicating with others.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Initiate interactions with another person using movement and/or behavior.	Initiate interactions with others using gestures and/or vocalizations.	Ask questions or use verbal or non-verbal cues to initiate communication with others.	Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.	Initiate communication with peers by asking questions or using verbal cues.
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.	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).	Participate in short conversations, with some turn-taking exchanges.	Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.	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 when communicating, with modeling and support.	Use appropriate volume and intonation to match the situation when communicating.
	“Jabber” and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.	Listen attentively during brief group conversations and respond to questions or requests made to the group.	Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules for group discussions, with reminders.	Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.
		Communicate in short sentences that follow the word order of their home language.	Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	Speak in full sentences that are grammatically correct within their home language most of the time.

## B. Early Literacy

### 1. Phonological Awareness

<b>Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
	Demonstrate interest in familiar rhymes and songs.	Sing songs and say or repeat familiar rhymes.	Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	Identify and produce rhyming words.
		Sing songs with multiple words that start with the same initial sound.	Shows awareness that some words start with the same initial sound.	Identify the initial sound in a spoken word with guidance and support.

			Segment spoken sentences into individual words with guidance and support.	Segment spoken sentences into individual words.
			Identify syllables in spoken words with guidance and support.	Identify syllables in spoken words.
			Blend a sequence of spoken syllables to produce words with guidance and support.	Blend a sequence of spoken syllables to produce words.
				Blend onsets and rimes of single syllable spoken words with guidance and support.

## 2. Print Concepts

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

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)
		Recognize some familiar symbols and logos in the environment.	Recognize and name familiar symbols and logos in the environment (environmental print).	Recognize and name pictures, symbols, and logos in the environment (environmental print).
		Recognize that print, symbols, and pictures have meaning.	Distinguish print from pictures and show awareness that print communicates meaning.	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.
Explore books by touch (e.g., patting and/or chewing on board books).	Hold books, look at pictures, and help turn some pages.	Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page, and how to progress across and down a page). Describe the role of the author and illustrator of a text.
Demonstrate interest in books by reaching for books and exploring books through touch.	Request to have books read to them.	Self-select familiar books and engage in shared reading.	Share self-selected familiar books and engage in pretend reading with others.	Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

## 3. Alphabet Awareness

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

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)
		Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	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.
			Identify the sound for a few recognized letters.	Identify or produce the sound of many recognized letters.
				Recognize their own name and some common words in print.

## 4. Comprehension

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

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)
			Tell make-believe or real-life stories, sometimes in random sequence.	Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
		Recite some words of a familiar book when read to especially from books with repeating text.	Retell familiar stories using pictures or props as prompts.	Describe some key details from familiar stories, such as characters, setting, and/or major events.
		Ask or answer simple questions about a familiar story or book, including informational text.	Ask or answer questions about key details in a familiar story, informational book, or other text.	Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.

		<u>Recognize when a story or book describes something that is similar to their own experiences.</u>	<u>Answer questions about how events and information from stories relate to their own experiences.</u>	<u>Recall their own experiences that relate to events and information from stories or informational texts.</u>
			<u>Share their own thoughts and reactions to a story or text.</u>	<u>Analyze and reason about stories and other text with guidance and support during shared reading experiences.</u>
			<u>Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.</u>	<u>Recognize differences between stories/make believe, information text, and poetry.</u>

**5. Emergent Writing**

<b>Standard 5: Children write and draw to express their ideas, using some letters and print conventions.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
		<u>Draw or scribble with a purpose during play or other activities.</u>	<u>Show emerging awareness that writing can be used for a variety of purposes.</u>	<u>Use writing for a variety of purposes to convey meaning.</u>
	<u>Make marks or scribbles using a variety of media (e.g., finger paint, chalk).</u>	<u>Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).</u>	<u>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.</u>	<u>Write some letters of meaningful words such as their name, using letters and letter-like forms.</u>
				<u>Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).</u>
		<u>Draw a picture and describe what it represents.</u>	<u>Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.</u>	<u>Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.</u>

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

**§307. Social Studies**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013) , LR 48:

**Chapter 4. Language and Literacy Development**

**§401. Introduction**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**§403. Speaking and Listening**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**§405. Reading**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**§407. Writing**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**§409. English Language Learners (ELL)**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**§411. Speaking and Listening Standards**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**Chapter 5. Physical Well-Being and Motor Development Cognitive Development and General Knowledge**

**§501. Introduction Mathematics**

A. 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.

A. Knowledge of Numbers

<b>Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	Demonstrate interest in simple counting activities.	Rote count to 10 with increasing accuracy.	Rote count to 10 with accuracy.	Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.
		Count a small set of objects (2-3) with one-to-one correspondence.	Count up to five objects arranged in a line with one-to-one correspondence.	Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
Indicate they want "more" using gestures, sounds, or looks.	Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	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").	Begin to understand that the last number counted represents how many objects are in a group (cardinality).	Tell how many objects are in a group by giving the last number counted (cardinality).
			Recognize and name the number of items in a small set (up to three) without counting (subitizing).	Recognize and name the number of items in a small set (up to five) without counting (subitizing).
			Compare two groups of objects and indicate whether the number of objects in each group is the same or different.	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.
		Recognize a few numerals in the everyday environment.	Identify written numerals 0-5 by name and match each to counted objects.	Identify written numerals 0-10 by name and match each to counted objects.
				Read and write some numerals up to 10.
		Identify an object or person as first in a sequence.	Identify the first and often second object or person in a sequence.	Identify an object's or person's position in a sequence using ordinal numbers (e.g., first; second, third).

B. Patterns and Operations

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

C. Measurement

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

D. Shapes and Spatial Relationships

<b>Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Explore various shapes through play.	Explore the way shapes and objects fit together through play.	Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.	Match a wider variety of shapes with different sizes and orientations.	

<b>Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.</b>				
			Recognize basic shapes (e.g., circle; square; typical triangle).	Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.
				Describe basic two- and three-dimensional shapes (e.g., a square has four sides; the ball rolls).
			Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).	Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	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).	Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).	Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).	Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above; below; in front of; near; behind).

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

### §503. **Physical Fitness and Motor Skills Science: Scientific Inquiry**

A.—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.

B.—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.

C.—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, you, 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.

#### A. Science.

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

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

### §505. **Good Health and Safety Practices Social Studies**

A.—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.

B.—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.

#### A. Time and Place

<b>Standard 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Demonstrate anticipation of events in daily routines and activities.	Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.	Respond (positively or negatively) to changes in routines or schedules.	Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	Communicate events, activities, and people from the past.
		Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.	Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).	Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.
		Recognize familiar landmarks, signs and buildings in one’s neighborhood/community.	Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	Identify familiar landmarks in their community (e.g., fire station; post office).
				Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom; playground) through drawings or play activities.

**B. Cultural Awareness**

<b>Standard 2: Children demonstrate an awareness of culture as it relates to self, family, and community.</b>				
<b>Infants (Birth – 11 months)</b>	<b>Young Toddlers (9 - 18 months)</b>	<b>Older Toddlers (16 - 36 months)</b>	<b>Three Year Olds (36 - 48 months)</b>	<b>Four Year Olds (48 – 60 months)</b>
Demonstrate a preference for familiar versus new individuals.	Distinguish between familiar and new individuals.	Identify known people in pictures.	Communicate information about their family and community.	Describe familiar elements of one’s family, community, and traditions.
	Demonstrate an awareness of the characteristics of themselves and others.	Identify the distinct characteristics of themselves and others.	Identify and/or ask questions about the distinct characteristics of groups of people and cultures.	Distinguish the distinct characteristics of groups of people and cultures.
		Carry out some routines and responsibilities in the classroom with adult support and guidance.	Carry out routines and responsibilities in the classroom with prompting from adults.	Identify responsibilities of self and others in school, home, and community.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

**§507. Physical Well-Being and Motor Development Standards-Creative Arts**

**A. Develop large muscle control and coordinate movements in their upper and/or lower body.**

<b>Subdomain: Motor Skills and Physical Fitness</b>				
<b>Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.</b>				
<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9-18 months)</b>	<b>Older Toddlers (16-36 months)</b>	<b>Three-Year-Olds (36-48 months)</b>	<b>Four-Year-Olds (48-60 months)</b>
<b>PM 1 Indicators</b>				
—Develop strength and control of head and back progressing to arms and legs. (0.1) —Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)	—Control and coordinate movement of arms, legs, and neck. (1.1) —Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)	—Combine and coordinate arm and leg movements when engaged in active play. (2.1) —Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	—Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) —Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	—Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) —Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)

**B. Standard 2: Develop small muscle control and coordination.**

<b>Subdomain: Motor Development and Physical Fitness</b>				
<b>Standard PM 2: Develop small muscle control and coordination.</b>				
<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9-18 months)</b>	<b>Older Toddlers (16-36 months)</b>	<b>Three-Year-Olds (36-48 months)</b>	<b>Four-Year-Olds (48-60 months)</b>
<b>PM 2 Indicators</b>				
—Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1) —Use hands to accomplish actions with rake grasp and/or palming. (0.2) —Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)	—Demonstrate control of wrists, hands, and fingers. (1.1) —Use pincer-grasp (their thumb and forefinger) to pick up small objects. (1.2) —Hold an object in one hand and manipulate it with the other hand. (1.3) —Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)	—Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1) —Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)	—Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) —Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)	—Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) —Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)

**C. Standard 3: Participate in a variety of physical activities to enhance strength and stamina.**

<b>Subdomain: Motor Skills and Physical Fitness</b>				
<b>Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.</b>				
<b>Infants (Birth to 11 months)</b>	<b>Young Toddlers (9-18 months)</b>	<b>Older Toddlers (16-36 months)</b>	<b>Three-Year-Olds (36-48 months)</b>	<b>Four-Year-Olds (48-60 months)</b>
<b>PM 3 Indicators</b>				
—Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)	—Participate in a variety of indoor and outdoor play activities. (1.1)	—Participate in a variety of indoor and outdoor play activities. (2.1)	—Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	—Initiate and engage in a variety of physical activities including games, exercises, and play. (4.1)

Subdomain: Motor Skills and Physical Fitness				
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>PM 3 Indicators</b>				
—Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)	—Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)	—Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)	—Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	play that enhance physical fitness. (4.1) —Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)

**D. Standard 4: Develop appropriate health and hygiene skills.**

Subdomain: Health and Hygiene				
Standard PM 4: Develop appropriate health and hygiene skills.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>PM 4 Indicators</b>				
—Willing to try healthy foods offered by caregiver. (0.1) —Cooperate with some personal care routines. (0.2) —Respond to consistent bedtime routine. (0.3) —Soothe self and fall asleep. (0.4)	—Accept healthy foods that are offered by caregiver. (1.1) —Participate in personal care routines with adult caregiver. (1.2) —Cooperate with sleep routines. (1.3) —Comfort self, fall asleep, and returns to sleep if awoken. (1.4)	—Identify a variety of healthy foods. (2.1) —Eat a variety of healthy foods. (2.2) —Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3) —Initiate and participate in sleep routines. (2.4) —Fall asleep on their own and returns to sleep if awoken. (2.5)	—Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) —Select from a variety of healthy foods that are offered. (3.2) —Carry out most personal care routines with minimal adult guidance and assistance. (3.3) —Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)	—Identify different foods and the corresponding food group according to "My Plate". (4.1) —Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) —Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3) —Get sufficient sleep and rest to support healthy development of their body. (4.4)

**E. Standard 5: Demonstrate safe behaviors.**

Subdomain: Safety				
Standard PM 5: Demonstrate safe behaviors.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
<b>PM 5 Indicators</b>				
—Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1) —May cry upon seeing adult reaction to a potential harmful situation. (0.2)	—Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1) —Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2) —Cooperate with some basic safety practices. (1.3)	—Recognize some harmful situations. (2.1) —Follow directions from an adult to avoid potential harmful conditions/ situations. (2.2) —Follow safety rules with assistance and guidance from adults. (2.3)	—Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1) —State safety rules and follow them with guidance from adults. (3.2)	—Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1) —Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)

**F. Strategies for Physical Well Being and Motor Development**

Strategies for Physical Well Being and Motor Development
<b>Infants</b>
<ul style="list-style-type: none"> <li>—Place objects within reach at first and then slightly out of reach as infants gain more muscle control.</li> <li>—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.</li> <li>—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.</li> <li>—Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects.</li> <li>—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.</li> </ul>
<b>Toddlers</b>
<ul style="list-style-type: none"> <li>—Model healthy eating while sitting with children at the table. Provide a choice of two or more nutritional foods and allow toddler to choose.</li> <li>—Give child time to accomplish hygiene routines independently before stepping in to assist.</li> <li>—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.</li> <li>—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.</li> <li>—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).</li> </ul>
<b>3-Year-Olds</b>
<ul style="list-style-type: none"> <li>—Model healthy eating while sitting with children at the table.</li> <li>—Provide a choice of two or more nutritional foods and allow children to choose.</li> <li>—Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing or handwashing.</li> <li>—Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by adding simple rules like a stop sign along the tricycle path or a "gasoline pump" to fill-up vehicles.</li> <li>—Use small climbers and a variety of different sized boxes to encourage social role play as they represent forts, houses, or tents.</li> <li>—Provide a variety of levels and obstacles (things to go through, around, over, and under) to increase the children's skills and enjoyment.</li> <li>—Stock manipulative centers with containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process.</li> </ul>
<b>4-Year-Olds</b>
<ul style="list-style-type: none"> <li>—Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health.</li> <li>—Model healthy eating, display the "My Plate" model for healthy and nutritious eating.</li> <li>—Provide opportunities for children to pour their own drinks and to serve foods (e.g., spooning out applesauce).</li> <li>—Talk about consequences of unsafe behavior (e.g., injury to self, others, or damage to property).</li> <li>—Provide opportunities for children to engage in gross motor activities inside (e.g., dancing, moving to music, Simon Says, etc.).</li> <li>—Provide space and opportunities for children to walk, run, and climb every day.</li> </ul>

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

**A. Music and Movement**

<b>Standard 1: Children engage in multiple and varied music and movement experiences.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.	Move body in response to the beat and tempo of music and/or rhythmic sounds.	Move body to imitate the beat and tempo of music.	Move body with creativity to imitate the beat and tempo of music of different genres.	Express thoughts and feelings through dance and movement with increasing spatial awareness.
Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.	Imitate sounds and/or music using their bodies and/or small instruments.	Imitate sounds and/or music using their bodies, instruments, and/or voice.	Create music using their bodies, instruments, and/or voice.	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), rhythm (beat), tempo (speed), and volume.

**B. Visual Arts**

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

**C. Dramatic Play**

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

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

**§509. Physical Development and Well-Being**

**A. Gross Motor**

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

**B. Fine Motor**

<b>Standard 2: Children demonstrate small muscle control and coordination.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)

Use whole hand and fingers to explore objects (e.g., touch; grasp; pick up; bang; transfer).	Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.	Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.	Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.
Coordinate eye and hand movements when grasping or picking up objects.	Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers; stack blocks).	Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating; putting simple puzzles together; stringing large beads).	Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons; zippers; scissors) with increasing control.	Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines; drawing) with moderate levels of precision and control.

### C. Healthy Behaviors

<b>Standard 3: Children will demonstrate healthy and safe behaviors.</b>				
<b>Infants</b> (Birth – 11 months)	<b>Young Toddlers</b> (9 - 18 months)	<b>Older Toddlers</b> (16 - 36 months)	<b>Three Year Olds</b> (36 - 48 months)	<b>Four Year Olds</b> (48 – 60 months)
Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).	Engage in active play indoors or outdoors with adult support.	Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).	Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.
			Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.
	Participate in some basic safety practices (e.g., fire/tornado drills).	Follow safety rules with adult support.	Identify safety rules and follow them with guidance from adults.	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).
				Begin to identify and alert others of potential hazards.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 48:

## Chapter 7. Social-Emotional Development

### §701. Introduction

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §703. Early Relationships with Adults and Peers

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §705. Self-Concept

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §707. Self-Regulation: Managing Behavior and Emotions

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §709. The Role of Temperament

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §711. Social-Emotional Development Standards

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

## Chapter 9. Glossary

### §901. Definitions

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

## Chapter 11. Strategies to Support Children with Disabilities and English Language Learners

### §1101. Strategies for Including Children with Disabilities in Program Activities

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

### §1103. Strategies to Support English Language Learners (ELL) in Program Activities

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(A)(10).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 48:

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
FAMILY IMPACT STATEMENT  
(LA R.S. 49:953 and 972)**

**Person Preparing Statement:** Ashley Townsend  
**Phone:** 225-342-3446  
**Division:** Office of Governmental, Administrative, and Public Affairs  
**Rule Title:** Part CLIX: *Bulletin 136 - The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years* (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103).

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?  
 No  
 Yes  
 Lacks sufficient information to determine
  
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?  
 No  
 Yes  
 Lacks sufficient information to determine.
  
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?  
 No  
 Yes  
 Lacks sufficient information to determine
  
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?  
 No  
 Yes  
 Lacks sufficient information to determine
  
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?  
 No  
 Yes  
 Lacks sufficient information to determine
  
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?  
 No  
 Yes  
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 9/13/2022

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
POVERTY IMPACT STATEMENT  
(LA R.S. 49:973)**

**Person Preparing Statement:** Ashley Townsend

**Phone:** 225-342-3446

**Division:** Office of Governmental, Administrative, and Public Affairs

**Rule Title:** Part CLIX. Bulletin 136 - The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103).

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?  
 No  
 Yes  
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?  
 No  
 Yes  
 Lacks sufficient information to determine
3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?  
 No  
 Yes  
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?  
 No  
 Yes  
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?  
 No  
 Yes  
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 9/13/2022

### **Small Business Statement**

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

### **Provider Impact Statement**

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;

2. the total direct and indirect effect on the cost to the providers to provide the same level of service;

or

3. the overall effect on the ability of the provider to provide the same level of service.

### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, November 10, 2022, to Shan N. Davis, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Shan N. Davis  
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES

Person  
Preparing  
Statement:

Ashley Townsend

Dept.:

LA Department of Education  
Board of Elementary &  
Secondary Education

Phone:

(225) 342-3446

Office:

Policy

Return  
Address:

P. O. Box 94064  
Baton Rouge, LA

Rule

Title:

Part CLIX. *Bulletin 136 – The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years* (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103).

Date Rule

Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS  
(Summary)

There may be increased costs to develop updated resources, guidance, and materials to support educators in their work as it relates to the Early Learning Development Standards. Most of these materials will be developed by Louisiana Department of Education (LDE) staff using existing resources. Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars and will be determined as needed.

The proposed revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children's learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS  
(Summary)

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)

The proposed revisions may require child care providers to participate in further training; however, the LDE covers the cost of these trainings through Child Care Resource and Referral Agencies and/or through online trainings developed and provided by the LDE.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed revisions will not have an effect on competition and employment.

\_\_\_\_\_  
Signature of Agency Head or Designee

\_\_\_\_\_  
Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance  
Typed Name and Title of Agency Head or Designee

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Date of Signature

LFO 10/04

FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children's learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

In January 2021, BESE approved the LDOE plan to review the ELDS. The current drafted revisions contain the same domains of learning and development as the 2013 ELDS. The revised ELDS make a stronger connection to kindergarten readiness expectations and ensure a scaffolded alignment of developmentally appropriate expectations across age-bands. Additional changes were made at the indicator level to ensure a stronger integration of language that supports diverse learners.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars and will be determined as needed.

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a)   X   Yes. If yes, attach documentation.

(b)        NO. If no, provide justification as to why this rule change should be published at this time.

CCDF and ARPA funding is appropriated by the legislature through the General Appropriations Bill.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

COSTS	FY 22-23	FY 23-24	FY 24-25
PERSONAL SERVICES	SEE BELOW	SEE BELOW	SEE BELOW
OPERATING EXPENSES	SEE BELOW	SEE BELOW	SEE BELOW
PROFESSIONAL SERVICES.	SEE BELOW	SEE BELOW	SEE BELOW
OTHER CHARGES	SEE BELOW	SEE BELOW	SEE BELOW
EQUIPMENT			
<u>MAJOR REPAIR &amp; CONSTR.</u>			
<u>POSITIONS (#)</u>			
<b>TOTAL</b>	SEE BELOW	SEE BELOW	SEE BELOW

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

There may be increased costs to develop updated resources, guidance, and materials to support educators in their work as it relates to the Early Learning Development Standards. Most of these materials will be developed by Louisiana Department of Education (LDE) staff using existing resources. Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars and will be determined as needed.

The proposed revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children’s learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY 22-23	FY 23-24	FY 24-25
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS	SEE BELOW	SEE BELOW	SEE BELOW
OTHER (Specify)			
<b>TOTAL</b>	SEE BELOW	SEE BELOW	SEE BELOW

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars and will be determined as needed.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed revisions may require providers to participate in further trainings; however, LDOE covers the cost of these trainings through Child Care Resource and Referral Agencies and/or through online trainings developed and provided by the department.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

The proposed revisions will not impact sources of funding of local governmental units.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

REVENUE INCREASE/DECREASE	FY 22-23	FY 23-24	FY 24-25
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF GENERATED			
RESTRICTED FUNDS*			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL	-0-	-0-	-0-

\*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

N/A

## FISCAL AND ECONOMIC IMPACT STATEMENT

### WORKSHEET

#### III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS

- A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

The proposed revisions may require child care providers to participate in further training; however, the LDE covers the cost of these trainings through Child Care Resource and Referral Agencies and/or through online trainings developed and provided by the LDE.

- B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

N/A

#### IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The proposed revisions will not have an effect on competition and employment.