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## Early Learning and Development Standards Review

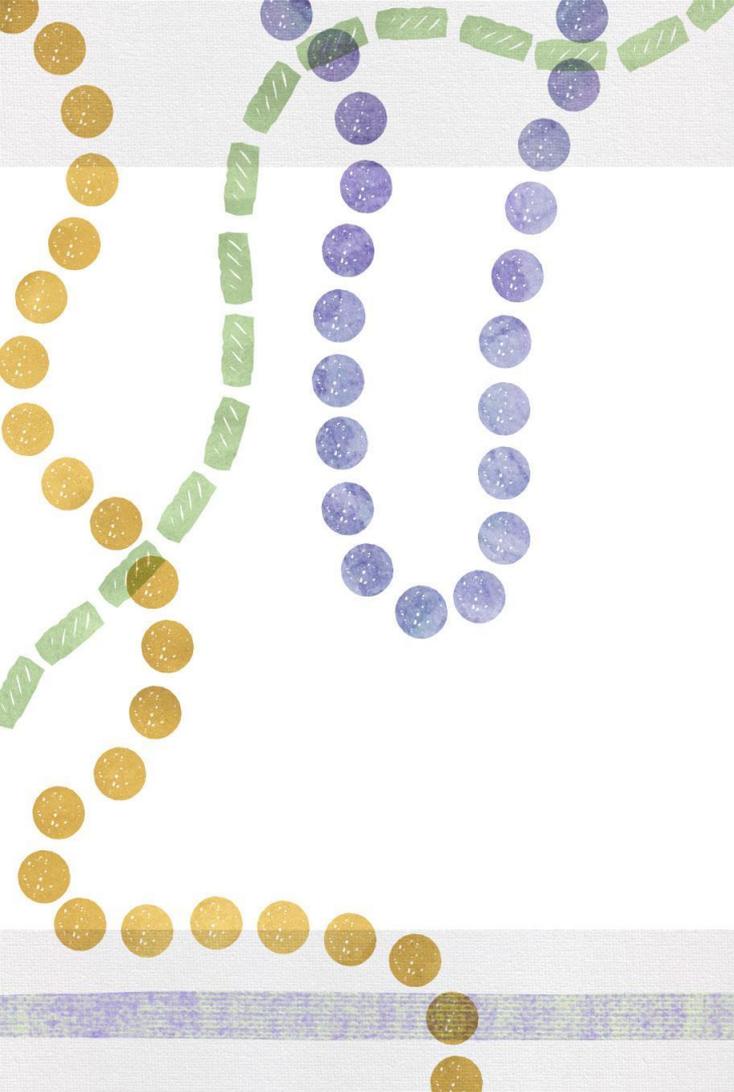
February 22, 2022

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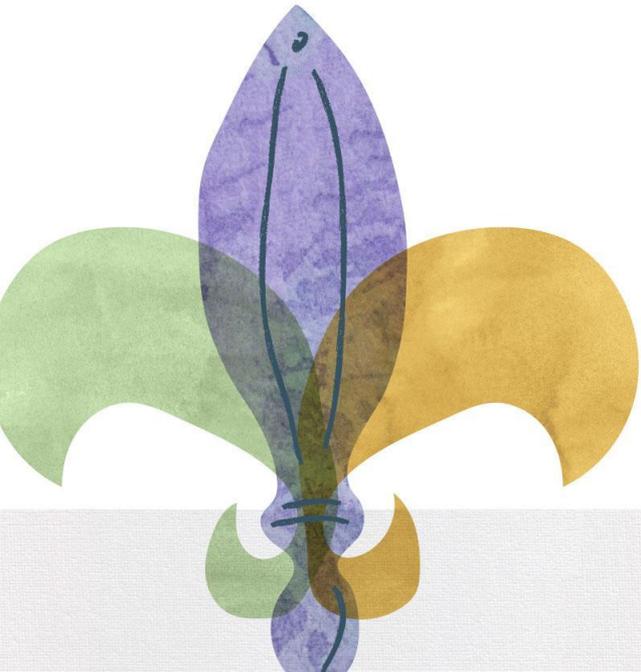
# Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of November 22, 2021 and January 25, 2022
- IV. Update on Early Learning Standards Revisions
- V. Adjournment





**Welcome!**



# Standards Revision and Endorsement Process

# Review of ELDS Revision Goals

*Students enter kindergarten ready is one of the critical goals of the Louisiana Department of Education.*

1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards and indicators to make the resource more navigable and user-friendly.
4. Embed commonly used assessments with intentionality to **increase alignment**.
5. **Update the resources** to reflect current research and the Department's initiatives.

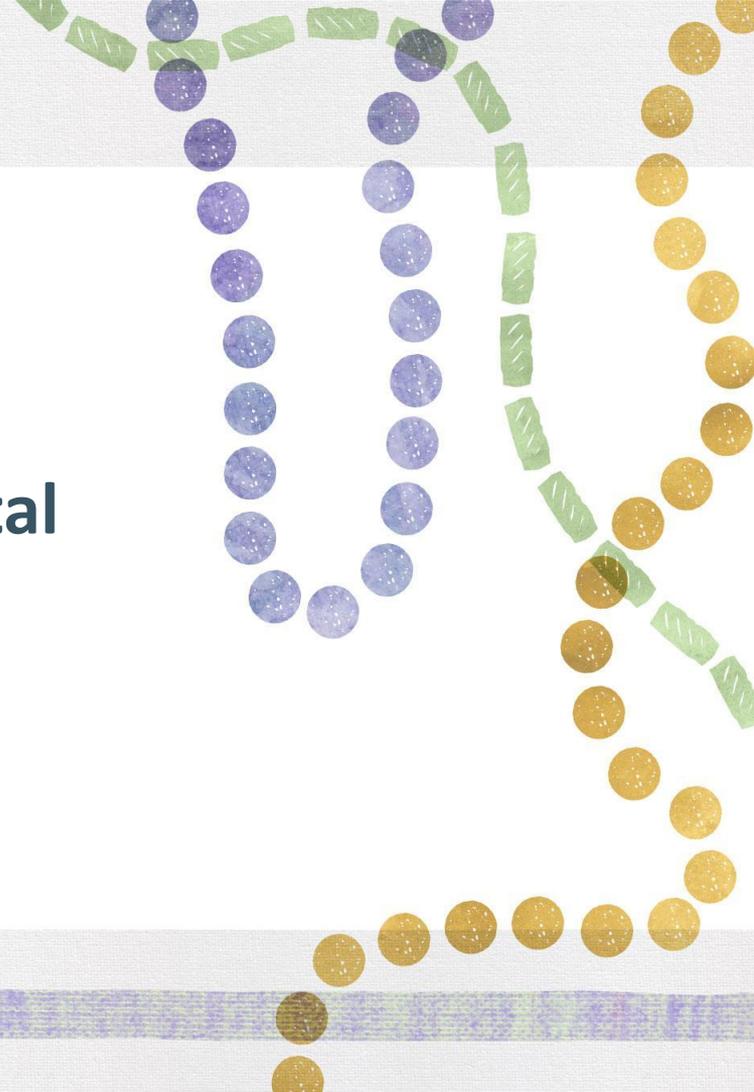
# Explanation of Adoption / Endorsement Process

- This group is charged with recommending revised standards that move forward into additional steps for finalization and approval by the Board of Elementary and Secondary Education (BESE).
- The Department will take the recommended Early Learning and Development Standards to the June BESE meeting.
- Each domain will be presented to the group with:
  - An explanation of what is included in the final version
  - A description of how feedback from the full group was incorporated
- We will need a motion and second to endorse the all standards/the whole document as presented (or with a specific change).

# General Timeline for Completing the Standards

February 22, 2022	Full Group Meeting Committee Members receive final work group recommendations.
February 22 - March 18, 2022	Committee Members provide asynchronous feedback on work group recommendations.
March 30, 2022	Full Group Meeting Committee Members endorse revised standards.
April 2022	Public Comment/Feedback Process
April/May 2022	Revisions completed by LDOE
Spring 2022	Document designed
May 2022	ECCE Advisory Council, Bulletin 136 Revisions
June 2022	BESE, Bulletin 136 Revision
Fall 2022	ELDS roll out

# Early Learning and Developmental Standards Revisions



# Depicting the Age Continuum

*The five age levels were selected because they represent developmentally significant periods in a young child's life, however, it is important to note that young children's development is often uneven and progresses at different rates.*

## EARLY LEARNING AND DEVELOPMENT STANDARDS AGE RANGES



0-11 MONTHS  
(INFANTS)



9-18 MONTHS  
(YOUNG TODDLERS)



16-36 MONTHS  
(OLDER TODDLERS)



36-48 MONTHS  
(3 YEAR OLDS)



48-60 MONTHS  
(4 YEAR OLDS)

# Organization

These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development.



APPROACHES  
TO LEARNING



COGNITIVE DEVELOPMENT  
& GENERAL KNOWLEDGE



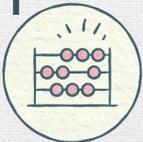
PHYSICAL WELL-BEING  
& MOTOR DEVELOPMENT



LANGUAGE & EARLY LITERACY  
DEVELOPMENT



SOCIAL-EMOTIONAL  
DEVELOPMENT



MATH



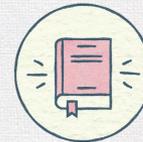
SOCIAL STUDIES



SCIENCE



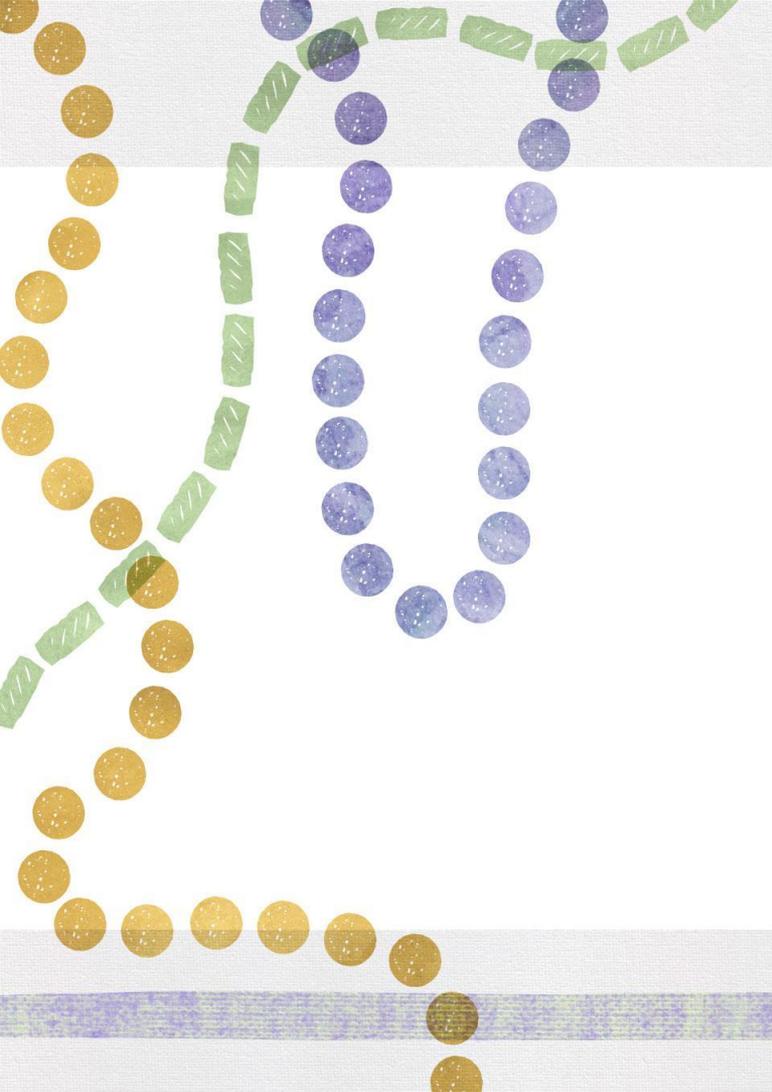
CREATIVE ARTS



EARLY LITERACY



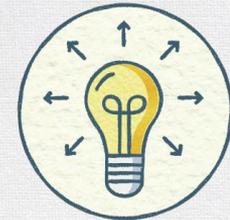
LANGUAGE  
DEVELOPMENT

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# Approaches to Learning

# Approaches to Learning Standards

Topic	Standard
Initiative & Curiosity	Children engage in multiple and varied play-based learning experiences.
Attention, Engagement, & Persistence	Children engage in activities and tasks with attention, focus, and persistence.
Problem Solving	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.



APPROACHES  
TO LEARNING

## 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.	Explore and interact with familiar objects and materials in the environment.	Explore both familiar and unfamiliar materials, activities, and experiences.	Explore unfamiliar objects, materials, and experiences.	Seek out and engage with unfamiliar objects, materials, and experiences.
Interact with materials by manipulating them in a variety of ways (e.g. grasp; mouth; bang).	Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).	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).	
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 (e.g., uncover partially hidden object).	Express choices and preferences.	Insist on preferences and express dislikes (e.g., may say "no" to adults).		

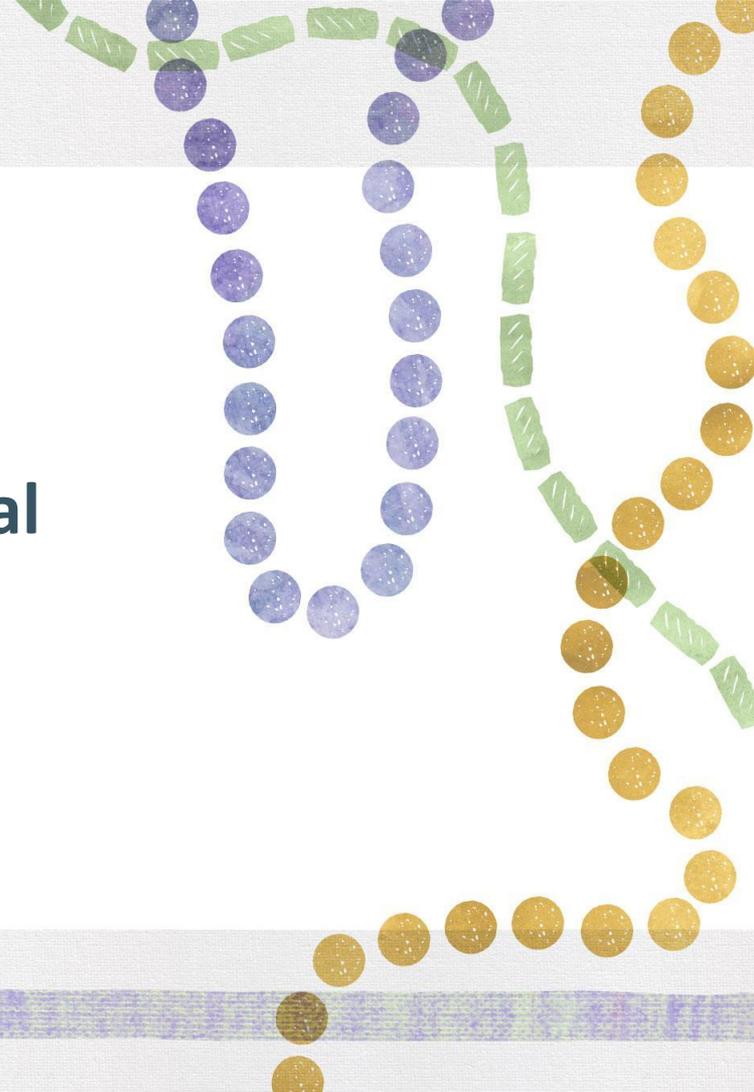
## Standard 2: Children engage in activities and tasks with attention, focus, and persistence.

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)
<p>Establish eye contact with a familiar person.</p> <p>Attend to novel objects and familiar adults in the environment.</p>	<p>Focus attention on people, objects, and activities of interest.</p>	<p>Focus attention to complete a short, simple task with adult support (e.g., knob puzzle; nesting cups).</p>	<p>Maintain focus on activities of interest despite distractions.</p>	<p>Maintain focus on adult-directed activities with adult support.</p>
<p>Intentionally take action to make things happen (e.g., pick up and shake rattle to make noise; press button on switch-activated toy to make it spin).</p>	<p>Repeat self-selected tasks over and over again (e.g., stack rings; nest cups).</p>	<p>Complete activities of choice from start to finish with adult support.</p>	<p>Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).</p>	<p>Persist with a challenging task despite interruptions and disruptions.</p>
	<p>Complete self-selected tasks and then spontaneously express pleasure at accomplishments. (e.g., smile; clap).</p>	<p>Remain actively engaged in activities of interest and protest if interrupted.</p>	<p>Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).</p>	<p>Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).</p>

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

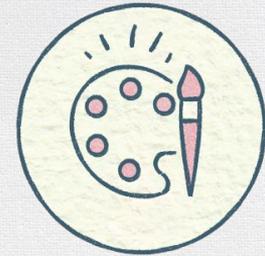
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Interact with objects in a variety of ways and notice the effects of their own actions.	Repeat behaviors to obtain desired results (e.g., repeatedly push button on pop up toy).	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; remove blanket to uncover hidden object).	Try out one or two strategies to accomplish tasks and solve problems (e.g., seek help from adults).	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 that will be used to solve problems and/or accomplish tasks.

# Cognitive Development & General Knowledge



# Creative Arts Standards

Topic	Standard
Music & Movement	Children engage in multiple and varied music and movement experiences.
Visual Arts	Children engage in multiple and varied visual arts experiences.
Dramatic Play	Children engage in multiple and varied forms of dramatic play.



CREATIVE ARTS

## Standard 1: Children engage in multiple and varied music and movement 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)
<p>Notice and react to different voices, tones, and sounds. (e.g., turn head toward sound; smile).</p> <p>Attend to, vocalize, and/or move one's body in response to different types of music.</p>	<p>Move one's body in response to changes in pitch, volume, and melody.</p>	<p>Move one's body in response to changes in pitch, volume, and melody.</p>	<p>Move one's body in response to changes in pitch, volume, and melody.</p>	<p>Express thoughts and feelings using music and movement (e.g., request specific song; create lyrics; dance spontaneously).reasoning.</p>
<p>Make sounds and/or music for short periods of time using their bodies, small, shaker-type instruments, or toys.</p>	<p>Make sounds and/or music using rhythm instruments (e.g., rhythm sticks; wooden blocks).</p>	<p>Make sounds and/or music using musical instruments and/or voice.</p>	<p>Invent music using instruments, props, and/or body.</p>	<p>Invent music without support of live or recorded music using a variety of musical instruments and/or voice.</p>
		<p>Attempt to imitate the beat and rhythm in music using sounds, words, body movement, instruments.</p>	<p>Move body to imitate specific tempo or beat demonstrated by adults (e.g., clap to follow a pattern).</p> <p>Keep a steady beat to music using instruments, sounds, words, and/or their bodies.</p>	<p>Point out changes in tone, melody, rhythm, volume, and tempo.</p> <p>Produce beat and rhythms patterns using rhythm instruments, other objects, and/or their bodies.</p>

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

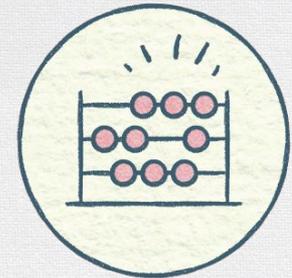
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Attend to visual stimuli (e.g., objects with contrasting colors; mobiles; textured prints)	Respond to visual art (e.g., pictures in books; textured prints; photographs) by reaching for, pointing at, touching, or vocalizing/verbalizing.			
	Explore a variety of non-toxic art materials to create visual art.	Select from a variety of tools and materials to create visual art (that may represent their own culture).	Use a variety of art materials, tools, and techniques to create artistic works.	Use a variety of art materials, tools, forms, techniques, and media to create artistic works that may represent their own culture and reflect thoughts, feelings, experiences, or knowledge.
		Showcase their artwork with adult support and guidance.	Observe and participate in discussions about various forms of art, including what they notice, how it makes them feel, and what it makes them think about.	Observe and participate in discussions about various forms of art, including specific elements of art (e.g., use of color; line; perspective; position of objects).

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

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)
Imitate sounds, facial expressions, and gestures of others.	Imitate simple actions they've observed others doing.	Imitate a sequence of actions they've observed others doing.		
		Recreate familiar scenes and routines using props and costumes.	Engage in brief episodes of dramatic play that expand beyond personal experiences (e.g., firefighter rescuing people).	Engage in dramatic play that includes both real-life and fantasy experiences.
	Make simple character/animal sounds and/or motions.	Use props and pretend to be someone other than her/himself.	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) and an overall plan for the play.
		Pretend to be a person or animal from a story by imitating movement, sounds, or key phrases of that character.	Role play and use puppets and/or props to act out stories.  Create facial expressions and change tone or pitch of voice to match the character being played.	Initiate role-playing in dramatic play, using props, puppets, and/or costumes to act out and/or re-imagine stories (e.g., change ending; add new character).

# Mathematics Standards

Topic	Standard
Knowledge of Numbers	Children demonstrate knowledge of numbers & the relationships between numbers & quantities.
Patterns and Operations	Children demonstrate knowledge of patterns and operations.
Measurement	Children measure objects by their various attributes and use differences in attributes to make comparisons.
Shapes & Spatial Relationships	Children identify shapes and their properties, and describe the positions of objects in space.



MATH

# Standard 1: Children demonstrate knowledge of numbers & the relationships between numbers & 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.	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.
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 words, gestures, or actions.	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).
		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.
			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).

## 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?).

## 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 on the basis of 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) (e.g., color; size; shape).	Sort objects by one characteristic (attribute), then re-sort using a different characteristic (attribute) 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.

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

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 various shapes through play.	Explore the way shapes and objects fit together through play.	Match basic shapes (circle; square; typical triangle) of the same size and orientation.	Match a wider variety of shapes with different sizes and orientations.  Recognize basic shapes (circle; square; typical triangle).	Identify basic shapes (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).

# Science

Topic	Standard
Scientific Inquiry	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.



SCIENCE

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

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 objects, materials, people and/or their environment using their senses (e.g., picking objects up and putting them in mouth; focusing attention on an object or someone doing something).	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 (e.g., magnifying glass; sifter).	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 (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough).	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).	Participate in simple scientific investigations.	Conduct scientific investigations and simple experiments.
	Communicate, verbally or nonverbally, 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've conducted with prompting and support (e.g., verbally; nonverbally; drawings).	Describe and generate explanations and/or conclusions about investigations they've conducted with guidance and support (e.g., discussions; drawings; graphs).

# Social Studies Standards

Topic	Standard
Time & Place	Children demonstrate an awareness of time (past, present, and future) and place within the community.
Cultural Awareness	Children demonstrate an awareness of culture as it relates to self, family, and community.



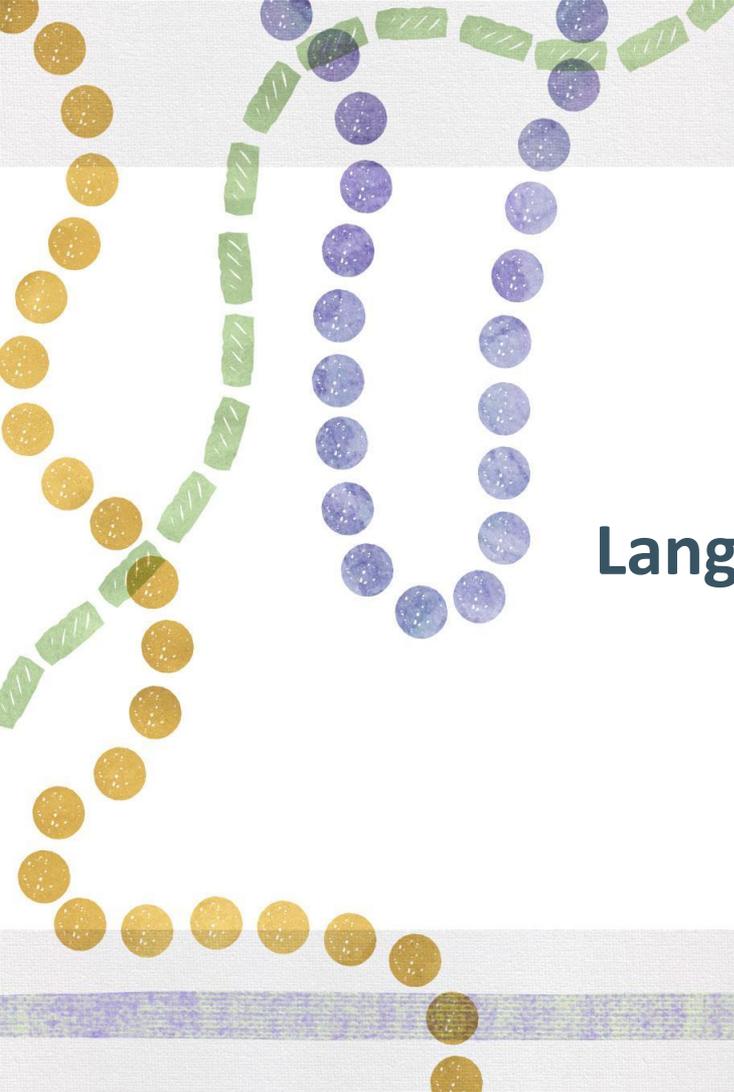
SOCIAL STUDIES

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

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 anticipation of events in daily routines and activities (e.g. morning to noon).	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 I was a baby; 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.

## Standard 2: Children demonstrate an awareness of culture as it relates to self, family, and community.

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 a preference for familiar versus unfamiliar individuals.	Distinguish between familiar and unfamiliar individuals.	Identify known people in pictures.	Communicate information about their family and community.	Describe familiar elements of one's family, community, and culture (e.g., unique family traditions).
Actively explore the similarities and differences among people.	Demonstrate an awareness of the unique characteristics (attributes) of people.	Identify basic similarities and differences between themselves and others.	Identify and/or ask questions about similarities and differences between personal, family, and cultural characteristics.	Make comparisons about similarities and differences between personal, family, and cultural characteristics
		Carry out some routines and responsibilities in the classroom (e.g., picking up toys; cleaning up the table; setting out snacks) with adult support and guidance.	Carry out routines and responsibilities in the classroom (e.g., cleaning up; care of plants and/or animals; setting out snacks) with prompting from adults.	Identify responsibilities of self and others in school, home or community.

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# Language and Early Literacy Development

# Language and Early Literacy Development

- **Language Development:**
  - Expressive Communication
  - Receptive Communication
  - Social & Conversational Rules



LANGUAGE  
DEVELOPMENT

## Standard 1: Attend to, understand, & respond to verbal & non-verbal communication & language from others.

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 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 (i.e., happy, sad).	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 communications directed at them.	Respond to simple statements, questions, and other communications.	Respond to statements, questions, and other communications.	Respond to complex statements, questions, and other communications that include multiple phrases and ideas.
Respond or show excitement upon hearing familiar words, such as “bottle” and their name.	Respond appropriately to familiar words, signs, and 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 meanings 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 (e.g., “come here”).	Follow simple directions, especially if accompanied by gestures (e.g., “Put your toy in the bucket”).	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.	Follow detailed directions that involve multiple steps.

## Standard 2: Communicate with others to express self.

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)
<p>Experiment with making sounds</p> <p>Engage in babbling (i.e., making consonant sounds followed by a vowel sound)</p>	<p>Communicate through word-like sounds, some words, and some simple phrases.</p>	<p>Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (i.e., “Mommy goed to store.”).</p>	<p>Communicate using simple sentences.</p>	<p>Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</p>
<p>Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.</p>	<p>Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.</p>	<p>Communicate requests and describe familiar people and objects using verbal and non-verbal communication.</p>	<p>Communicate ideas, describe activities, and negotiate social interactions using verbal communication.</p>	<p>Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication.</p> <p>Adjust communication strategies if the message is not understood.</p>
	<p>Respond to simple statements and questions about pictures, people, and things that are present.</p>	<p>Answer and ask simple questions about things (e.g., people, objects) and activities at the time they are happening.</p>	<p>Answer and ask questions about a variety of familiar topics, activities and/or concepts.</p>	<p>Answer and ask complex questions to learn more about topics of interest, understand tasks and solve problems, with explanation or follow-up questions.</p>

## Standard 2: Communicate with others to express self. (continued)

<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 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 and verbs, not always correctly. Use the past tense of some verbs.  Use simple adjectives in statements (“big,” “little,” “hard,” “soft”)	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 forms of nouns, pronouns, possessives, and regular and irregular past tense verbs, most of the time.

## Standard 3: Use social and conversational rules when communicating with others.

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)
Initiate interactions with another person using movement or behavior.	Initiate interactions with others using gestures or vocalizations.	Ask questions or use verbal or nonverbal cues to initiate communication with others.	Sometimes initiate communication with peers by asking questions or using verbal or nonverbal 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 (nonverbal and verbal).	Participate in short conversations, turn-taking a few times.	Participate in conversations that include multiple turn-taking exchanges, particularly related to topics they are interested in.	Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon what was previously said.
			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.  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.

# Language and Early Literacy Development

- **Early Literacy**
  - Alphabet Awareness
  - Print Concepts
  - Emergent Writing
  - Phonological Awareness
  - Comprehension



EARLY LITERACY

## Standard 1: 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)
		Demonstrate knowledge that letters represent sounds in spoken words.	Produce the sound for some of the letters they recognize.	Produce the sound for letters they recognize.
		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 their 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 their environment.
		Recognize the first letter in their own name.	Recognize that a word starts with the same letter as their name.	Recognize their own name and other common words in print.
		Engage in activities that introduce letters of the alphabet.  Demonstrate an interest in letters.	Engage in activities that include recognizing or naming letters of the alphabet.  Demonstrate an interest in learning letters of the alphabet.	Demonstrate interest in putting letters together to convey meaning.

## Standard 2: 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)
		<p>Recite some words of a familiar book when read to (especially from books with repeating text).</p> <p>Answer simple questions about a familiar story or book, including informational books.</p>	<p>Use and relate words from a familiar book or story in new situations/contexts.</p> <p>Answer questions about key details in a familiar story, informational book, or other text.</p>	<p>Describe some key details such as characters, settings or major events from familiar stories.</p> <p>Provide a simple summary of a story, highlighting key ideas in the story.</p> <p>Answer questions about an information book or other text, offering explanations for the answers provided.</p>
		<p>Follow along with a familiar story or book and answer questions to recall what comes next.</p> <p>Tell a simple story or describe a real experience, often in random sequence.</p>	<p>Retell or re-enact familiar stories with pictures or props as prompts.</p> <p>Answer questions when listening to a story to make predictions about what might happen next and, after hearing more of the story, answer questions about whether their predictions were confirmed.</p> <p>Tell make-believe or real-life stories, sometimes in random sequence.</p>	<p>Retell a familiar story in the proper sequence, including major events.</p> <p>Answer questions about how events in a story relate to each other and make predictions of what might come next.</p> <p>Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.</p>
		<p>Recognize when a story or book describes something that is similar to their own experiences.</p>	<p>Explore a variety of literacy genres, including stories/make believe, informational text or poetry.</p> <p>Answer questions about how events and information from stories relate to their own experiences.</p> <p>Share their own thinking about a story or text by sharing their favorite part of the story or responding to questions such as, “What made you think so?”</p>	<p>Distinguish between stories/make believe, information text, or poetry.</p> <p>Recall their own experiences that relate to events and information from stories or informational texts.</p> <p>Analyze and reason about stories and other text with prompting and support during shared reading experiences.</p> <p>Identify their favorite parts of a story or book and explain why they like the specific part.</p>

## Standard 3: 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)
	Make marks or scribbles on paper using a variety of media (e.g., finger paint, chalk, crayons, markers, paint).	<p>Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others.</p> <p>Make straight or curved lines on paper.</p>	<p>Write letter-like forms and a few letters, although often not oriented or written correctly.</p> <p>String some letter-like forms and/or letters together as if they are a word.</p>	Write some letters of meaningful words such as their name, using letters and letter-like forms.
				<p>Attempt to write some words using invented spelling.</p> <p>Demonstrate awareness of some print conventions, such as moving from left to right when writing letters or letter-like forms or leaving space between some groups of letters.</p>
		Draw a picture and describe what it represents	<p>Dictate ideas for someone to write down.</p> <p>Use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas.</p> <p>Discuss or answer questions about their writing and drawings.</p>	<p>Dictate elaborative or meaningful information or stories for someone to write down.</p> <p>Use writing and/or digital tools to communicate information.</p> <p>Use classroom resources such as labels, anchor charts, etc.to support writing.</p>
		<p>Engage in shared writing experiences and/or ask adults to write something for them.</p> <p>Make marks they call “writing” that are different from drawings.</p> <p>Imitate or pretend to write during play or other activities.</p>	<p>Ask adults to show them how to write letters or create messages.</p> <p>Pretend to write or draw something to convey meaning during play and other activities.</p>	<p>Choose to use writing tools and write for themselves.</p> <p>Ask questions about the letters or letter-like forms they are writing.</p> <p>Write letters or letter-like forms to convey meaning during play and other activities.</p>

## Standard 4: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

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)
Respond to different sounds.	Listen attentively to familiar stories, rhymes, and songs.	Engage in word and sound play with adults such as rhymes and nonsense words.	Engage in word and sound play with peers and adults, such as rhymes and nonsense words.	Demonstrate curiosity about words and sounds in words.
	Mimic words frequently heard (oral language word play).	Fill in repeating words or phrases of familiar songs, stories, and fingerplays.	<p>Notice individual words as separate units in spoken sentences with guidance and support.</p> <p>Demonstrate awareness of or imitate the syllables in short words during interactions with an adult.</p>	<p>Identify or segment individual words in a spoken sentence.</p> <p>Segment familiar two- to three-syllable words into separate syllables, with modeling and support.</p> <p>Segment and/or divide familiar compound words into individual words, with modeling and support.</p>
	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.	<p>Identify rhyming words from a group of words that includes a few words that rhyme and one that does not, with modeling and support.</p> <p>Provide one or more words that rhyme with a single given word, such as “What rhymes with log?”, with modeling and support.</p>
		Sing songs and say finger plays that use alliteration, or multiple words that start with the same initial sound.	Recognize when two spoken words start with the same initial sound.	Identify the first sound in a spoken word with modeling and support.

## Standard 5: 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.	Recognize that print, symbols, and pictures have meaning.  Name some symbols and logos that they see in their environment.	Name and use pictures, symbols, and logos they see in the environment.
Explore books by patting and/or chewing on board books.	Hold books, look at pictures, and turn some pages in board books (but not always one at a time or in the right order).	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.  Know where books are kept and return them to where they belong when asked.	Hold a book right side up and turn most pages one by one from the front to back. Look at pictures in a book and talk about how they go with the story or what the book is about.  Handle books carefully, retrieving them from where they are kept, and returning them when finished looking at them.	Hold a book right side up while turning pages one by one from front to back. Describe the role of the author and illustrator of a text. Identify parts of a book such as the front, back, and title.
		Distinguish print from pictures and show awareness that print communicates meaning.	Demonstrate awareness that print progresses from left to right on a page with modeling and support.	Demonstrate awareness of some conventions of print .  Demonstrates awareness that written words are made up of a group of individual letters.
	Reach for a book when offered. Look intently at or reach for colorful pictures in books.	Engage in shared reading experiences by pointing to and turning pages.  Bring a book to an adult to read.	Ask to have favorite books read over and over.	Share information that they have learned from books and retell stories they have heard from books.

# Physical Development and Well-Being



# Physical Development and Well-being Standards

Topic	Standard
Gross Motor	Children demonstrate large muscle control and coordination.
Fine Motor	Children demonstrate small muscle control and coordination.
Healthy Behaviors	Children will demonstrate healthy and safe behaviors.



PHYSICAL WELL-BEING  
& MOTOR DEVELOPMENT

## Standard 1: Children demonstrate large muscle control and coordination.

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 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; kicking; waving arms; 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.

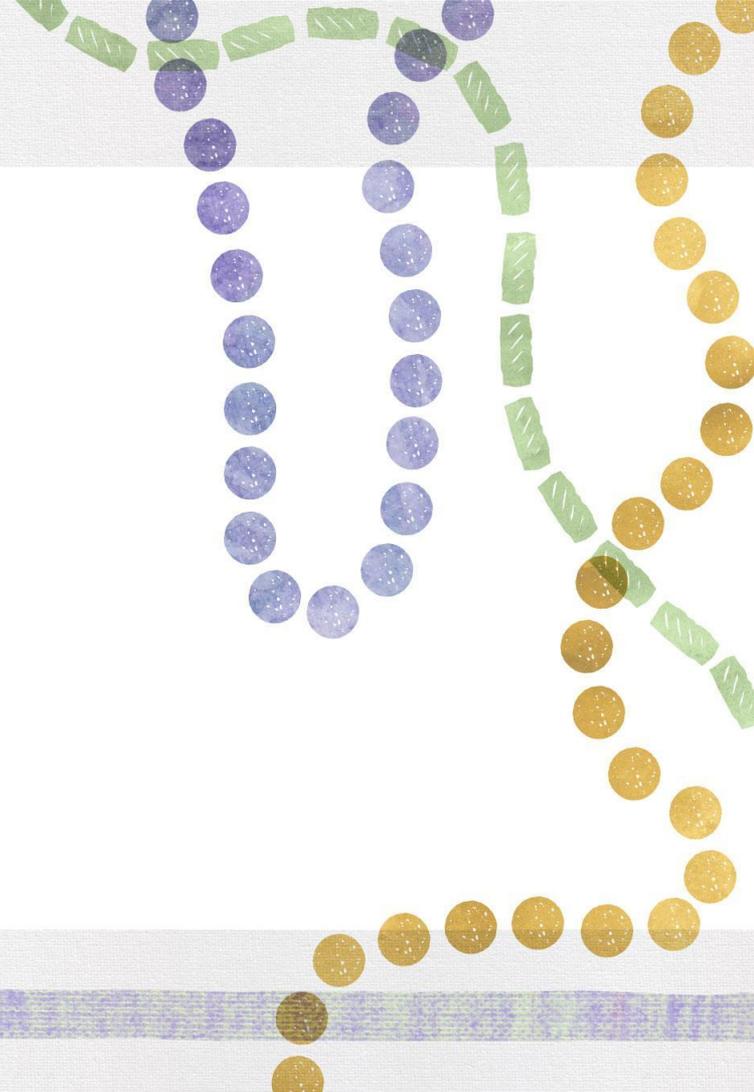
## Standard 2: Children demonstrate small muscle control and coordination.

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)
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.

### Standard 3: Children will demonstrate healthy and safe behaviors.

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)
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 (e.g., toddle; climb; point to door and say, "Out").	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 (e.g., dangerous objects; substances; behaviors).

# Social-Emotional Development



# Social and Emotional Development Standards

Topic	Standard
Relationships with Adults	Children engage in and maintain positive relationships and interactions with adults.
Relationships with Children	Children engage in and maintain positive relationships and interactions with other children.
Self-Confidence	Children recognize themselves as unique individuals and express confidence in their own abilities.
Emotion Regulation	Children regulate their emotions and behavior and respond to the emotions of others.



SOCIAL-EMOTIONAL  
DEVELOPMENT

## 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; greet; eye contact).	Initiate signs of recognition with familiar adults (e.g., smile; reach arms up; say "Hello"; draw near).	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 unfamiliar adults.	Seek to be near familiar adults and respond cautiously to unfamiliar adults.	Check in with familiar adults for reassurance when trying new things (e.g., exploring new environments; meeting new adults).	Separate from trusted adults when in familiar settings.	Separate from trusted adults into new and unfamiliar 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.	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.

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

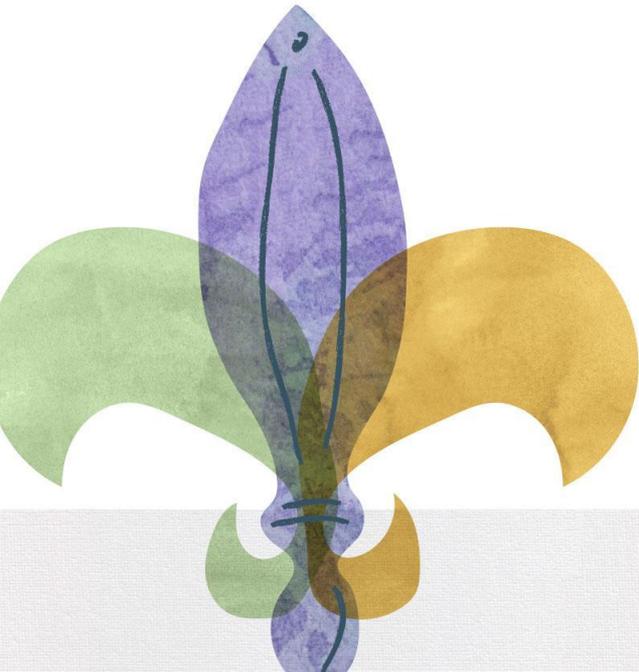
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Notice other infants and children. Touch, smile, or babble to other infants and children.	Interact briefly with other children using gesturing (e.g., offer a toy by holding it out).	Play alongside other children for short periods of time with adult support (parallel play).	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.
			Recognize differences among people (e.g., gender; culture; ethnicity; language; diverse abilities).	Recognize and express differences among people using positive terms or actions.
	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 assistance and support.	Suggest solutions to resolve conflicts with other children with limited support from adults.

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

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 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 (e.g., coo; smile).	Recognize oneself in a mirror.	Identify oneself in photographs.		
React when name is called (e.g., smile; coo; quiet).	Respond when name is called (e.g., turn head; move toward adult).	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 (e.g., gender; skin color; age).	Differentiate between self and others based on personal characteristics and/or interests.
Express preferences for objects, activities and people (e.g., turn away; reach for; move toward).	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; open mouth for food).	Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; indicate a need for a diaper change; 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 cultural 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; racial group; faith community).
	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 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).

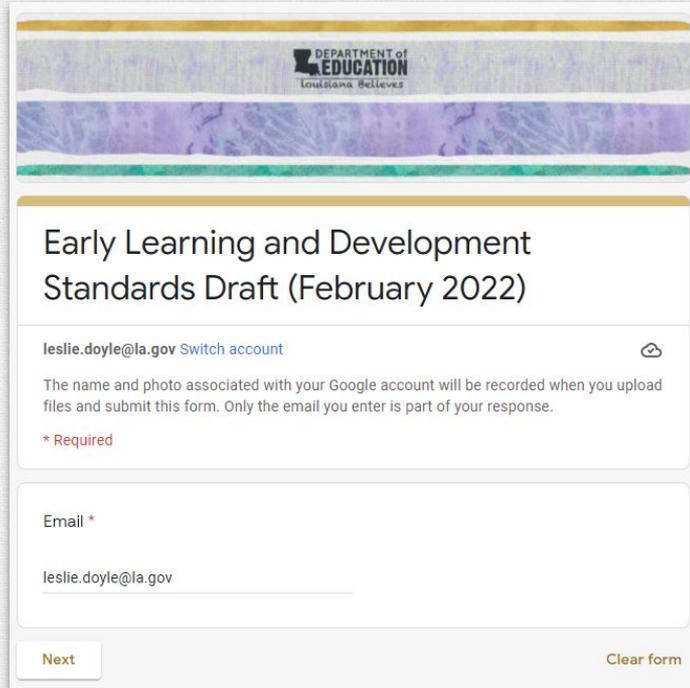
## Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.

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)
Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, or body movements.	Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions .	Express a range of emotions (e.g., pride; embarrassment; shame; guilt) using gestures, actions, or words.	Express complex emotions (e.g., gratitude; jealousy; remorse; disgust) using actions or words.	Express strong emotions in a manner that is safe for self and others with occasional support from adults.
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 or actions.	Recognize feelings when named by an adult.	Accurately identify 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 .
Express and act on impulses (e.g., cry when hungry).	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 (e.g., seek out a familiar adult; hold a stuffed animal).	Imitate strategies to manage emotions and behavior with adult direction (e.g., take deep breaths when asked to do so by an adult).	Use a variety of strategies learned from adults (e.g., deep breathing; use words) to manage emotions and behaviors 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 (e.g., a turn with a toy).	Demonstrate the ability to wait to get something one wants (delayed gratification).	



# **Committee Feedback of the Revised Early Learning & Development Standards**

# Feedback Submittal Demonstration



DEPARTMENT of  
EDUCATION  
Louisiana Believes

## Early Learning and Development Standards Draft (February 2022)

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# General Timeline for Completing the Standards

February 22, 2022	Full Group Meeting Committee Members receive final work group recommendations.
February 22 - March 18, 2022	Committee Members provide asynchronous feedback on work group recommendations.
March 30, 2022	Full Group Meeting Committee Members endorse revised standards.
April 2022	Public Comment/Feedback Process
April/May 2022	Revisions completed by LDOE
Spring 2022	Document designed
May 2022	ECCE Advisory Council, Bulletin 136 Revisions
June 2022	BESE, Bulletin 136 Revision
Fall 2022	ELDS roll out