Louisiana Early Learning and Development Standards

Four-Year-Olds (48–60 months)

Approaches to Learning

Approaches to Learning (AL): Initiative and Curiosity

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

- AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences. AL 1.1.4
- AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities. AL 1.2.4
- AL 1.3.4 Complete multi-step tasks independently. AL 1.3.4

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

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

- AL 2.1.4 Maintain focus on adult-directed activities with adult support. AL 2.1.4
- AL 2.2.4 Persist with a challenging task despite interruptions and disruptions. AL 2.2.4
- AL 2.3.4 Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, “I want to play doctor after breakfast. Liam is going to play with me.”, and then does so after eating). AL 2.3.4

Approaches to Learning (AL): Problem Solving

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

- AL 3.1.4 Make predictions and explain reasoning. AL 3.1.4
- AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems. AL 3.2.4
- AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks. AL 3.3.4

Cognitive Development and General Knowledge

Mathematics (CM): Knowledge of Numbers

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

CM 1.1.4 Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting. CM 1.1.4

CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence. CM 1.2.4

CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality). CM 1.3.4

CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing). CM 1.4.4

CM 1.5.4 Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group. CM 1.5.4

CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects. CM 1.6.4

CM 1.7.4 Read and write some numerals up to 10. CM 1.7.4

CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third). CM 1.8.4

Mathematics (CM): Patterns and Operations

CM 2 Children demonstrate knowledge of patterns and operations. CM 2

CM 2.1.4 Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle). CM 2.1.4

CM 2.3.4 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?). CM 2.3.4

Mathematics (CM): Measurement

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

CM 3.1.4 Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support. CM 3.1.4

CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest). CM 3.2.4

CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight). CM 3.3.4

CM 3.4.4 Describe the purpose of simple measurement tools. CM 3.4.4

CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support. CM 3.5.4

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athematics (CM): Shapes and Spatial Relationships

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

CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation. CM 4.2.4

CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls). CM 4.3.4

CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square). CM 4.4.4

CM 4.5.4 Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind). CM 4.5.4

Science (CS): Scientific Inquiry

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

CS 1.1.4 Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools. CS 1.1.4

CS 1.2.4 Conduct scientific investigations and simple experiments. CS 1.2.4

CS 1.3.4 Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs). CS 1.3.4

Social Studies (CSS)

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

CSS 1.1.4 Communicate events, activities, and people from the past. CSS 1.1.4

CM 1.2.4 Identify familiar landmarks in their community (e.g., fire station, post office). CM 1.2.4

CSS 1.3.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities. CSS 1.3.4

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

CSS 2.1.4 Describe familiar elements of one's family, community, and traditions. CSS 2.1.4

CSS 2.2.4 Identify responsibilities of self and others in school, home, and community. CSS 2.2.4

CSS 2.3.4 Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school). CSS 2.3.4

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Creative Arts (CCA): Music and Movement

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

CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness. CCA 1.1.4

CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume. CCA 1.2.4

Creative Arts (CCA): Visual Arts

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

CCA 2.1.4 Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture). CCA 2.1.4

CCA 2.2.4 Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge. CCA 2.2.4

Creative Arts (CCA): Dramatic Play

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

CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity. CCA 3.1.4

CCA 3.2.4 Represent a character by using voice inflections and facial expressions. CCA 3.2.4

CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props). CCA 3.3.4

Language and Early Literacy Development

Language Development (LD): Receptive Communication

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

LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas. LD 1.2.4

LD 1.3.4 Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge. LD 1.3.4

LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. “Get the sponge, dampen it with water, and clean your table top.” LD 1.4.4

anguage Development: Expressive Communication

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LD 2 Communicate with others to express self. LD 2

LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases. LD 2.1.4

LD 2.2.4 Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood. LD 2.2.4

LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions. LD 2.3.4

LD 2.4.4 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. LD 2.4.4

LD 2.5.4 Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. 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. LD 2.5.4

Language Development: Social and Conversational Rules

LD 3 Children use social and conversational rules. LD 3

LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues. LD 3.1.4

LD 3.2.4 Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating. LD 3.2.4

LD 3.3.4 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. LD 3.3.4

LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time. LD 3.4.4

Early Literacy (EL): Phonological Awareness

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

- EL 1.1.4 Identify and produce rhyming words. EL 1.1.4
- EL 1.2.4 Identify the initial sound in a spoken word with guidance and support. EL 1.2.4
- EL 1.3.4 Segment spoken sentences into individual words. EL 1.3.4
- EL 1.4.4 Identify syllables in spoken words. EL 1.4.4
- EL 1.5.4 Blend a sequence of spoken syllables to produce words. EL 1.5.4
- EL 1.6.4 Blend onsets and rimes of single syllable spoken words with guidance and support. EL 1.6.4

Early Literacy (EL): Print Concepts

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

- EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment (environmental print). EL 2.1.4
- EL 2.2.4 Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters. EL 2.2.4
- EL 2.3.4 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). Describe the role of the author and illustrator of a text. EL 2.3.4
- EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. EL 2.4.4

Early Literacy (EL): Alphabet Awareness

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

- EL 3.1.4 Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment. EL 3.1.4
- EL 3.2.4 Identify or produce the sound of many recognized letters. EL 3.2.4
- EL 3.3.4 Recognize their own name and some common words in print. EL 3.3.4

Early Literacy (EL): Comprehension

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

EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events. EL 4.1.4

EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events. EL 4.2.4

EL 4.3.4 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. EL 4.3.4

EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts. EL 4.4.4

EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences. EL 4.5.4

EL 4.6.4 Recognize differences between stories/make believe, information text, and poetry. EL 4.6.4

Early Literacy (EL): Emergent Writing

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

EL 5.1.4 Use writing for a variety of purposes to convey meaning. EL 5.1.4

EL 5.2.4 Write some letters of meaningful words such as their name, using letters and letter-like forms. EL 5.2.4

EL 5.3.4 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). EL 5.3.4

EL 5.4.4 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. EL 5.4.4

Physical Development & Well-Being

Physical Development (PD): Gross Motor

PD 1 Children demonstrate large muscle control and coordination. PD 1

PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities. PD 1.1.4

PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks. PD 1.2.4

PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls). PD 1.3.4

PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time. PD 1.4.4

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Physical Development (PD): Fine Motor

PD 2 Children demonstrate small muscle control and coordination. PD 2

- PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision. PD 2.1.4
- PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control. PD 2.2.4

Physical Development (PD): Healthy Behaviors

PD 3 Children will demonstrate healthy and safe behaviors. PD 3

- PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness. PD 3.1.4
- PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy. PD 3.2.4
- PD 3.3.4 Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street, walk rather than run when indoors). PD 3.3.4
- PD 3.4.4 Begin to identify and alert others of potential hazards. PD 3.4.4

Interpersonal Skills

Interpersonal Skills (IS): Relationships with Adults

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

- IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words. IS 1.1.4
- IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party. IS 1.2.4
- IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently. IS 1.3.4
- IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office. IS 1.4.4
- IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book. IS 1.5.4

Interpersonal Skills (IS): Relationships with Children

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

IS 2.1.4 Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks. IS 2.1.4

IS 2.2.4 Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it. IS 2.2.4

IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their “best friend” IS 2.3.4

IS 2.4.4 Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children. IS 2.4.4

IS 2.5.4 Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, “I’m playing with these cars, so here is a truck you can use to play.” IS 2.5.4

Interpersonal Skills (IS): Self-Esteem

IS 3 Children recognize themselves as individuals and express positive self-esteem. IS 3

IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color). IS 3.1.4

IS 3.5.4 Demonstrate confidence in one’s own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes. IS 3.5.4

IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing). IS 3.6.4

Interpersonal Skills (IS): Self-Regulation

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IS 4 Children moderate their behavior and respond to the feelings of others. IS 4

IS 4.1.4 Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, “I’m mad at you because you don’t want to play my game.” IS 4.1.4

IS 4.2.4 Accurately name one’s own feelings and identify them in various situations, such as a child asking for a hug when feeling sad. IS 4.2.4

IS 4.3.4 Accurately name feelings in others, predict causes, and respond with care and concern (e.g.,"He's sad because someone took his toy. He can have mine."). IS 4.3.4

IS 4.5.4 Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts. IS 4.5.4

IS 4.6.4 Predict consequences of one’s own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying. IS 4.6.4

IS 4.7.4 Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing. IS 4.7.4

IS 4.9.4 Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing. IS 4.9.4

IS 4.10.4 Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time. IS 4.10.4