Louisiana Early Learning and Development Standards

Infants (Birth–11 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 1.1.0 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). AL 1.1.0
- AL 1.2.0 Demonstrate interest in others (e.g., turn head toward a familiar voice). AL 1.2.0
- AL 1.3.0 Meet one's own needs using simple behaviors (e.g., feed oneself finger foods). AL 1.3.0
- AL 1.4.0 Select a particular material, toy, or place of interest to explore on their own. AL 1.4.0

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

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

- AL 2.1.0 Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment. AL 2.1.0
- AL 2.2.0 Intentionally take action to make things happen (e.g., shake a rattle to make noise). AL 2.2.0

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 3.1.0 Interact with objects in a variety of ways and notice the effects of their own actions. AL 3.1.0
- AL 3.2.0 Attend to objects and/or activities in the environment. AL 3.2.0
- AL 3.3.0 Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs). AL 3.3.0

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 1.1.0 Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand). CM 1.1.0

CM 1.3.0 Indicate they want "more" using gestures, sounds, or looks. CM 1.3.0

Mathematics (CM): Patterns and Operations

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

CM 2.1.0 Demonstrate awareness of repeating sequences in everyday routines. CM 2.1.0

Mathematics (CM): Shapes and Spatial Relationships

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

CM 4.1.0 Explore various shapes through play. CM 4.1.0

CM 4.5.0 Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination). CM 4.5.0

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 1.1.0 Demonstrate interest in objects, materials, people and/or their environment using their senses. CS 1.1.0

Social Studies (CSS)

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

CSS 1.1.0 Demonstrate anticipation of events in daily routines and activities. CSS 1.1.0

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

CSS 2.1.0 Demonstrate a preference for familiar versus new individuals. CSS 2.1.0

Creative Arts (CCA): Music and Movement

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

CCA 1.1.0 Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds. CCA 1.1.0

CCA 1.2.0 Make sounds and/or music using their bodies, toys, or small, shaker-type instruments. CCA 1.2.0

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reative Arts (CCA): Visual Arts

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

CCA 2.1.0 Attend to visual stimuli (e.g., objects with contrasting colors; textured prints). CCA 2.1.0

Creative Arts (CCA): Dramatic Play

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

CCA 3.1.0 Imitate behaviors, such as sounds, facial expressions, and gestures, of others. CCA 3.1.0

CCA 3.2.0 Respond to volume in tones and inflection. CCA 3.2.0

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 1.1.0 Recognize more than one tone of voice in adults and respond with body movement and sounds. LD 1.1.0

LD 1.2.0 Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them. LD 1.2.0

LD 1.3.0 Respond or show excitement upon hearing familiar words. LD 1.3.0

LD 1.4.0 Respond to simple requests accompanied by gestures or tone of voice. LD 1.4.0

Language Development: Expressive Communication

LD 2 Communicate with others to express self. LD 2

LD 2.1.0 Experiment with making sounds. (e.g., engage in babbling). LD 2.1.0

LD 2.2.0 Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions. LD 2.2.0

Language Development: Social and Conversational Rules

LD 3 Children use social and conversational rules. LD 3

LD 3.1.0 Initiate interactions with another person using movement and/or behavior. LD 3.1.0

LD 3.2.0 Briefly pay attention to the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children. LD 3.2.0

Early Literacy (EL): Print Concepts

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

EL 2.3.0 Explore books by touch (e.g., patting and/or chewing on board books). EL 2.3.0

EL 2.4.0 Demonstrate interest in books by reaching for books and exploring books through touch. EL 2.4.0

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Physical Development & Well-Being

Physical Development (PD): Gross Motor

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

- PD 1.1.0 Explore the environment with increasing body awareness using senses and movement. PD 1.1.0
- PD 1.2.0 Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking). PD 1.2.0
- PD 1.3.0 Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching, rolling over). PD 1.3.0
- PD 1.4.0 Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching, pushing, rolling over). PD 1.4.0

Physical Development (PD): Fine Motor

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

- PD 2.1.0 Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer). PD 2.1.0
- PD 2.2.0 Coordinate eye and hand movements when grasping or picking up objects. PD 2.2.0

Physical Development (PD): Healthy Behaviors

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

- PD 3.1.0 Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over). PD 3.1.0

Interpersonal Skills

Interpersonal Skills (IS): Relationships with Adults

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

- IS 1.1.0 Notice and respond to familiar adults, such as returning a smile. IS 1.1.0
- IS 1.2.0 Respond differently to familiar versus new adults, such as reaching for a familiar adult. IS 1.2.0
- IS 1.3.0 Move or cry to seek attention and comfort from familiar adults. IS 1.3.0
- IS 1.4.0 Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face. IS 1.4.0
- IS 1.5.0 Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds). IS 1.5.0

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 2.1.0 Notice other infants and children, such as looking at children when they enter the classroom. IS 2.1.0

IS 2.2.0 Touch, smile, or babble to other infants and children. IS 2.2.0

Interpersonal Skills (IS): Self-Esteem

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

IS 3.1.0 Look at or grab hands and feet. IS 3.1.0

IS 3.2.0 Respond to one's own image in a mirror by smiling or moving closer. IS 3.2.0

IS 3.3.0 React when name is called by smiling or turning to look at caregiver. IS 3.3.0

IS 3.4.0 Express preferences by crying or turning away from dislikes and reaching for preferred objects, activities, and people. IS 3.4.0

IS 3.5.0 Express satisfaction at accomplishing things such as holding a bottle or rolling over. IS 3.5.0

Interpersonal Skills (IS): Self-Regulation

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

IS 4.1.0 Express simple feelings (e.g., contentment, distress) using sounds, facial expressions, or body movements, such as smiling at others or crying when a diaper is dirty. IS 4.1.0

IS 4.2.0 React to an adult's expression of feelings, such as ceasing to cry when an adult uses a soothing voice (e.g., facial expression, tone of voice, gestures). IS 4.2.0

IS 4.3.0 React to others' expressions of feelings, such as beginning to cry when another child cries. IS 4.3.0

IS 4.4.0 Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it). IS 4.4.0

IS 4.7.0 React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset. IS 4.7.0

IS 4.8.0 Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a familiar adult sings a lullaby. IS 4.8.0