Louisiana Early Learning and Development Standards

Older Toddlers (16–36 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 1.1.2 Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone). AL 1.1.2
- AL 1.2.2 Seek information about familiar objects, people, and experiences. AL 1.2.2
- AL 1.3.2 Demonstrate increasing interest and independence in completing simple tasks. AL 1.3.2
- AL 1.4.2 Insist on preferences and express dislikes. AL 1.4.2

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

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

- AL 2.1.2 Focus attention to complete a short, simple task with adult support. AL 2.1.2
- AL 2.2.2 Complete activities of choice from start to finish with adult support. AL 2.2.2
- AL 2.3.2 Remain actively engaged in activities of interest and protest if interrupted. AL 2.3.2

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 3.1.2 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). AL 3.1.2
- AL 3.2.2 Observe and imitate actions of others when attempting to accomplish tasks or solve problems. AL 3.2.2
- AL 3.3.2 Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error. AL 3.3.2

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Cognitive Development and General Knowledge

Mathematics (CM): Knowledge of Numbers

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

- CM 1.1.2 Rote count to 10 with increasing accuracy. CM 1.1.2
- CM 1.2.2 Count a small set of objects (2-3) with one-to-one correspondence. CM 1.2.2
- CM 1.3.2 Indicate understanding of the concepts of “one” and “two” using gestures, words, or actions (e.g., child complies when adult says “Take just one cookie.”). CM 1.3.2
- CM 1.6.2 Recognize a few numerals in the everyday environment. CM 1.6.2
- CM 1.8.2 Identify an object or person as first in a sequence. CM 1.8.2

Mathematics (CM): Patterns and Operations

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

- CM 2.1.2 Recognize and participate in patterns within stories and in songs. CM 2.1.2

Mathematics (CM): Measurement

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

- CM 3.1.2 Group objects by one physical characteristic (attribute) (e.g., color, size, shape). CM 3.1.2
- CM 3.2.2 Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight). CM 3.2.2

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 4.1.2 Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation. CM 4.1.2
- CM 4.5.2 Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down). CM 4.5.2

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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 1.1.2 Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools. CS 1.1.2
- CS 1.2.2 Put materials, substances, and/or objects together in new or unexpected ways to see what will happen. CS 1.2.2
- CS 1.3.2 Share ideas and thoughts related to interactions with, and observations made about the physical and natural world. CS 1.3.2

Social Studies (CSS)

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

- CSS 1.1.2 Respond (positively or negatively) to changes in routines or schedules. CSS 1.1.2
- CM 1.2.2 Recognize familiar landmarks, signs and buildings in one's neighborhood/ community. CM 1.2.2

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

- CSS 2.1.2 Identify known people in pictures. CSS 2.1.2
- CSS 2.2.2 Carry out some routines and responsibilities in the classroom with adult support and guidance. CSS 2.2.2
- CSS 2.3.2 Identify self as a member of a group (e.g., a member of a class, a member of a family). CSS 2.3.2

Creative Arts (CCA): Music and Movement

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

- CCA 1.1.2 Move body to imitate the beat and tempo of music. CCA 1.1.2
- CCA 1.2.2 Imitate sounds and/or music using their bodies, instruments, and/or voice. CCA 1.2.2

Creative Arts (CCA): Visual Arts

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

- CCA 2.1.2 Observe and respond to visual art by communicating a preference. CCA 2.1.2
- CCA 2.2.2 Explore a variety of materials and tools to create visual art. CCA 2.2.2

Creative Arts (CCA): Dramatic Play

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

CCA 3.1.2 Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people). CCA 3.1.2

CCA 3.2.2 Imitate and repeat voice inflections, such as character or animal sounds. CCA 3.2.2

CCA 3.3.2 Use props and pretend to be someone other than themselves. CCA 3.3.2

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 1.1.2 Respond to facial expressions, tone of voice, and words that communicate a variety of feelings. LD 1.1.2

LD 1.2.2 Respond to speech and other communication directed at them. LD 1.2.2

LD 1.3.2 Demonstrate understanding of descriptive words through conversations and actions. LD 1.3.2

LD 1.4.2 Follow one or two-step directions with few gestures. LD 1.4.2

Language Development: Expressive Communication

LD 2 Communicate with others to express self. LD 2

LD 2.1.2 Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”). LD 2.1.2

LD 2.2.2 Communicate requests and describe familiar people and objects using verbal and non-verbal communication. LD 2.2.2

LD 2.3.2 Answer and ask simple questions about things and activities at the time they are happening. LD 2.3.2

LD 2.4.2 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 LD 2.4.2

LD 2.5.2 Speak in a way that is understood by most familiar people. Use the plural form of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements. LD 2.5.2

Language Development: Social and Conversational Rules

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LD 3 Children use social and conversational rules. LD 3

LD 3.1.2 Ask questions or use verbal or non-verbal cues to initiate communication with others. LD 3.1.2

LD 3.2.2 Participate in short conversations, with some turn-taking exchanges. LD 3.2.2

LD 3.3.2 Listen attentively during brief group conversations and respond to questions or requests made to the group. LD 3.3.2

LD 3.4.2 Communicate in short sentences that follow the word order of their home language. LD 3.4.2

Early Literacy (EL): Phonological Awareness

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

EL 1.1.2 Sing songs and say or repeat familiar rhymes. EL 1.1.2

EL 1.2.2 Sing songs with multiple words that start with the same initial sound. EL 1.2.2

Early Literacy (EL): Print Concepts

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

EL 2.1.2 Recognize some familiar symbols and logos in the environment. EL 2.1.2

EL 2.2.2 Recognize that print, symbols, and pictures have meaning. EL 2.2.2

EL 2.3.2 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. EL 2.3.2

EL 2.4.2 Self-select familiar books and engage in shared reading. EL 2.4.2

Early Literacy (EL): Alphabet Awareness

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

EL 3.1.2 Recognize letters of the alphabet as a special category of print, different from pictures and shapes. EL 3.1.2

Early Literacy (EL): Comprehension

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

EL 4.2.2 Recite some words of a familiar book when read to especially from books with repeating text. EL 4.2.2

EL 4.3.2 Ask or answer simple questions about a familiar story or book, including informational text. EL 4.3.2

EL 4.4.2 Recognize when a story or book describes something that is similar to their own experiences. EL 4.4.2

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	Early Literacy (EL): Emergent Writing EL 5 Children write and draw to express their ideas, using some letters and print conventions. EL 5 EL 5.1.2 Draw or scribble with a purpose during play or other activities. EL 5.1.2 EL 5.2.2 Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines). EL 5.2.2 EL 5.3.2 Draw a picture and describe what it represents. EL 5.3.2
Physical Development & Well-Being	**Physical Development (PD): Gross Motor** PD 1 Children demonstrate large muscle control and coordination. PD 1 PD 1.1.2 Demonstrate body and spatial awareness to guide movement around objects and people. PD 1.1.2 PD 1.2.2 Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping). PD 1.2.2 PD 1.3.2 Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot). PD 1.3.2 PD 1.4.2 Engage in physical play activities for moderate periods of time to develop strength and stamina. PD 1.4.2
	Physical Development (PD): Fine Motor PD 2 Children demonstrate small muscle control and coordination. PD 2 PD 2.1.2 Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities. PD 2.1.2 PD 2.2.2 Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads). PD 2.2.2
	Physical Development (PD): Healthy Behaviors PD 3 Children will demonstrate healthy and safe behaviors. PD 3 PD 3.1.2 Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment). PD 3.1.2 PD 3.3.2 Follow safety rules with adult support. PD 3.3.2
Interpersonal Skills	**Interpersonal Skills (IS): Relationships with Adults**

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

- IS 1.1.2 Initiate signs of recognition with familiar adults by greeting, waving, or smiling. IS 1.1.2
- IS 1.2.2 Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult's hand when entering a new place. IS 1.2.2
- IS 1.3.2 Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill. IS 1.3.2
- IS 1.4.2 Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing. IS 1.4.2
- IS 1.5.2 Imitate behaviors observed in familiar adults, such as pretending to cook or read a book. IS 1.5.2

Interpersonal Skills (IS): Relationships with Children

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

- IS 2.1.2 Play alongside other children (parallel play) for short periods of time with adult support, such as sitting in a circle with a group singing "Itsy Bitsy Spider" led by an adult. IS 2.1.2
- IS 2.2.2 Take turns when playing with other children with adult guidance and support, such as taking turns scooping sand into a bucket after prompted by an adult. IS 2.2.2
- IS 2.3.2 Interact more frequently with a familiar child, such as choosing an activity based on another child's choice. IS 2.3.2
- IS 2.5.2 Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child. IS 2.5.2

Interpersonal Skills (IS): Self-Esteem

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

- IS 3.1.2 Able to point to and name body parts including ears, eyes, nose, feet, and hands. IS 3.1.2
- IS 3.2.2 Identify oneself in photographs. IS 3.2.2
- IS 3.3.2 Use different words (e.g., I, me, mine) when referring to oneself, including first name. IS 3.3.2
- IS 3.4.2 Indicate preferences when asked, such as choosing juice over milk or coloring with crayons over finger painting. IS 3.4.2
- IS 3.5.2 Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others, such as putting on their own shoes and exclaiming, "I did it!" IS 3.5.2

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- IS 3.6.2 Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult. IS 3.6.2

Interpersonal Skills (IS): Self-Regulation

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

- IS 4.1.2 Express a range of feelings (e.g., happiness, sadness, fear, anger, anticipation) using gestures, facial expressions, actions, or words, such as waiting eagerly for a snack. IS 4.1.2
- IS 4.2.2 Recognize one's own feelings when named by an adult, such as laughing when an adult asks, "What do we do when something is funny?" IS 4.2.2
- IS 4.3.2 Respond in caring ways to others' expressions of feelings, such as taking a blanket to a crying child. IS 4.3.2
- IS 4.4.2 Frequently respond positively to choices and limits set by an adult, such as stopping splashing water during hand washing after being reminded by an adult that the mess will have to be cleaned. IS 4.4.2
- IS 4.5.2 Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support, such as stopping playing and beginning to clean up toys in a center when an adult plays the clean-up song and models cleaning. IS 4.5.2
- IS 4.6.2 Experiment with effects of one's own actions on objects and people, such as reaching for a plate when sitting down for a meal. IS 4.6.2
- IS 4.7.2 Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models. IS 4.7.2
- IS 4.8.2 With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting at a table and waiting for snacks to be distributed. IS 4.8.2
- IS 4.9.2 Recover from outbursts (e.g., tantrums) with adult support, such as moving on to a new activity after becoming upset about sharing toys. IS 4.9.2
- IS 4.10.2 Change to new or different activities with adult guidance and support, such as singing a cleanup song when transitioning from playing with blocks to lunchtime. IS 4.10.2