Louisiana Early Learning and Development Standards

Three-Year-Olds (36–48 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 1.1.3 Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars). AL 1.1.3
- AL 1.2.3 Seek information about unfamiliar objects, people, and experiences. AL 1.2.3
- AL 1.3.3 Complete a variety of simple tasks independently. AL 1.3.3

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

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

- AL 2.1.3 Maintain focus on activities of interest despite distractions. AL 2.1.3
- AL 2.2.3 Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down). AL 2.2.3
- AL 2.3.3 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). AL 2.3.3

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 3.1.3 Make predictions based on past experiences. AL 3.1.3
- AL 3.2.3 Recall and use previously successful strategies to complete tasks. AL 3.2.3
- AL 3.3.3 Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems. AL 3.3.3

Cognitive Development and General Knowledge

Mathematics (CM): Knowledge of Numbers

Skip to main content

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

- CM 1.1.3 Rote count to 10 with accuracy. CM 1.1.3
- CM 1.2.3 Count up to five objects arranged in a line with one-to-one correspondence. CM 1.2.3
- CM 1.3.3 Begin to understand that the last number counted represents how many objects are in a group (cardinality). CM 1.3.3
- CM 1.4.3 Recognize and name the number of items in a small set (up to three) without counting (subitizing). CM 1.4.3
- CM 1.5.3 Compare two groups of objects and indicate whether the number of objects in each group is the same or different. CM 1.5.3
- CM 1.6.3 Identify written numerals 0-5 by name and match each to counted objects. CM 1.6.3
- CM 1.8.3 Identify the first and often second object or person in a sequence. CM 1.8.3

Mathematics (CM): Patterns and Operations

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

- CM 2.1.3 Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square). CM 2.1.3
- CM 2.2.3 Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.). CM 2.2.3

Mathematics (CM): Measurement

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

- CM 3.1.3 Sort objects into two or more groups based on one physical characteristic (attribute). CM 3.1.3
- CM 3.2.3 Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light). CM 3.2.3

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 4.1.3 Match a wider variety of shapes with different sizes and orientations. CM 4.1.3
- CM 4.2.3 Recognize basic shapes (e.g., circle, square, typical triangle). CM 4.2.3
- CM 4.4.3 Build objects by combining basic shapes (e.g., pictures, tangrams, block structures). CM 4.4.3
- CM 4.5.3 Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to). CM 4.5.3

Skip to main content

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 1.1.3 Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools. CS 1.1.3
- CS 1.2.3 Participates in simple scientific investigations. CS 1.2.3
- CS 1.3.3 Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings). CS 1.3.3

Social Studies (CSS)

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

- CSS 1.1.3 Recall the sequence of daily routines, events, and/or activities that happened at an earlier time. CSS 1.1.3
- CM 1.2.3 Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community. CM 1.2.3

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

- CSS 2.1.3 Communicate information about their family and community. CSS 2.1.3
- CSS 2.2.3 Carry out routines and responsibilities in the classroom with prompting from adults. CSS 2.2.3
- CSS 2.3.3 Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party). CSS 2.3.3

Creative Arts (CCA): Music and Movement

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

- CCA 1.1.3 Move body with creativity to imitate the beat and tempo of music of different genres. CCA 1.1.3
- CCA 1.2.3 Create music using their bodies, instruments, and/or voice. CCA 1.2.3

Creative Arts (CCA): Visual Arts

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

- CCA 2.1.3 Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about. CCA 2.1.3
- CCA 2.2.3 Explore a variety of materials, tools, and techniques to create artistic works. CCA 2.2.3

Skip to main content

Creative Arts (CCA): Dramatic Play

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

- CCA 3.1.3 Engage in dramatic play that includes both real-life and fantasy experiences. CCA 3.1.3
- CCA 3.2.3 Create various voice inflections and facial expressions in play. CCA 3.2.3
- CCA 3.3.3 Engage in play experiences that involve roles with the use of props and costumes. CCA 3.3.3

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 1.2.3 Respond to speech and other communication directed at them. LD 1.2.3
- LD 1.3.3 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. LD 1.3.3
- LD 1.4.3 Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence). LD 1.4.3

Language Development: Expressive Communication

LD 2 Communicate with others to express self. LD 2

- LD 2.1.3 Communicate using simple sentences. LD 2.1.3
- LD 2.2.3 Communicate ideas, describe activities, and negotiate social interactions using verbal communication. LD 2.2.3
- LD 2.3.3 Answer and ask questions about a variety of familiar topics, activities, and/or concepts. LD 2.3.3
- LD 2.4.3 Express feelings, 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. LD 2.4.3
- LD 2.5.3 Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors. Use common prepositions, correct subject-verb agreement, pronouns, and possessives. LD 2.5.3

Language Development: Social and Conversational Rules

Skip to main content

LD 3 Children use social and conversational rules. LD 3

LD 3.1.3 Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues. LD 3.1.3

LD 3.2.3 Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support. LD 3.2.3

LD 3.3.3 Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders. LD 3.3.3

LD 3.4.3 Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules. LD 3.4.3

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 1.1.3 Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity. EL 1.1.3

EL 1.2.3 Shows awareness that some words start with the same initial sound. EL 1.2.3

EL 1.3.3 Segment spoken sentences into individual words with guidance and support. EL 1.3.3

EL 1.4.3 Identify syllables in spoken words with guidance and support. EL 1.4.3

EL 1.5.3 Blend a sequence of spoken syllables to produce words with guidance and support. EL 1.5.3

Early Literacy (EL): Print Concepts

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

EL 2.1.3 Recognize and name familiar symbols and logos in the environment (environmental print). EL 2.1.3

EL 2.2.3 Distinguish print from pictures and show awareness that print communicates meaning. EL 2.2.3

EL 2.3.3 Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support. EL 2.3.3

EL 2.4.3 Share self-selected familiar books and engage in pretend reading with others. EL 2.4.3

Early Literacy (EL): Alphabet Awareness

Skip to main content

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

EL 3.1.3 Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment. EL 3.1.3

EL 3.2.3 Identify the sound for a few recognized letters. EL 3.2.3

Early Literacy (EL): Comprehension

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

EL 4.1.3 Tell make-believe or real-life stories, sometimes in random sequence. EL 4.1.3

EL 4.2.3 Retell familiar stories using pictures or props as prompts. EL 4.2.3

EL 4.3.3 Ask or answer questions about key details in a familiar story, informational book, or other text. EL 4.3.3

EL 4.4.3 Answer questions about how events and information from stories relate to their own experiences. EL 4.4.3

EL 4.5.3 Share their own thoughts and reactions to a story or text. EL 4.5.3

EL 4.6.3 Explore a variety of literacy genres, including stories/make believe, informational text, and poetry. EL 4.6.3

Early Literacy (EL): Emergent Writing

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

EL 5.1.3 Show emerging awareness that writing can be used for a variety of purposes. EL 5.1.3

EL 5.2.3 Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word. EL 5.2.3

EL 5.3.3 Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings. EL 5.3.3

Physical Development & Well-Being

Physical Development (PD): Gross Motor

Skip to main content

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

PD 1.1.3 Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones). PD 1.1.3

PD 1.2.3 Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs). PD 1.2.3

PD 1.3.3 Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting). PD 1.3.3

PD 1.4.3 Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time. PD 1.4.3

Physical Development (PD): Fine Motor

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

PD 2.1.3 Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose. PD 2.1.3

PD 2.2.3 Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control. PD 2.2.3

Physical Development (PD): Healthy Behaviors

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

PD 3.1.3 Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities. PD 3.1.3

PD 3.2.3 Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body. PD 3.2.3

PD 3.3.3 Identify safety rules and follow them with guidance from adults. PD 3.3.3

Skip to main content

Interpersonal Skills

Interpersonal Skills (IS): Relationships with Adults

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

- IS 1.3 Demonstrate recognition of familiar adults using simple actions or words. IS 1.3
- IS 1.2.3 Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class. IS 1.2.3
- IS 1.3.3 Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support. IS 1.3.3
- IS 1.4.3 Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving. IS 1.4.3
- IS 1.5.3 Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog. IS 1.5.3

Interpersonal Skills (IS): Relationships with Children

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

- IS 2.1.3 Interact or play cooperatively with other children, such as asking another child, “Want to run with me?” IS 2.1.3
- IS 2.2.3 Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing. IS 2.2.3
- IS 2.3.3 Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag. IS 2.3.3
- IS 2.4.3 Initiate an activity or join other children in an activity that is already in progress, such as saying, “I want to play!” and joining other children in the dramatic play center. IS 2.4.3
- IS 2.5.3 Suggest solutions to conflicts with adult guidance and support, such as saying, “I can ask them to stop” when asked by an adult what to do when another child takes away a toy. IS 2.5.3

Interpersonal Skills (IS): Self-Esteem

Skip to main content

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

- IS 3.1.3 Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color). IS 3.1.3
- IS 3.3.3 Use one's own first and last name. IS 3.3.3
- IS 3.4.3 Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity. IS 3.4.3
- IS 3.5.3 Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!" IS 3.5.3
- IS 3.6.3 Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself." IS 3.6.3

Interpersonal Skills (IS): Self-Regulation

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

- IS 4.1.3 Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, "Ugh, I can't do it." IS 4.1.3
- IS 4.2.3 Accurately name one's own basic feelings (e.g., happy; mad; sad), such as a child expressing, "I am excited." IS 4.2.3
- IS 4.3.3 Accurately name basic feelings in others and respond with care and concern, such as asking other children, "What's wrong?" and trying to comfort or cheer them. IS 4.3.3
- IS 4.5.3 Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket. IS 4.5.3
- IS 4.6.3 Demonstrate understanding of how one's own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child. IS 4.6.3
- IS 4.7.3 Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support. IS 4.7.3
- IS 4.8.3 Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle. IS 4.8.3
- IS 4.9.3 Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset. IS 4.9.3
- IS 4.10.3 Follow schedules with few reminders, such as cleaning up toys and joining group activities. IS 4.10.3