Louisiana Early Learning and Development Standards

Young Toddlers (9–18 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 1.1.1 Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons). AL 1.1.1
- AL 1.2.1 Demonstrate interest in their surroundings. AL 1.2.1
- AL 1.3.1 Attempt to help with simple tasks and activities. AL 1.3.1
- AL 1.4.1 Express choices and preferences. AL 1.4.1

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

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

- AL 2.1.1 Focus attention on people, objects, and activities of interest. AL 2.1.1
- AL 2.2.1 Repeat self-selected tasks over and over again. AL 2.2.1
- AL 2.3.1 Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap). AL 2.3.1

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 3.1.1 Repeat behaviors to obtain desired results. AL 3.1.1
- AL 3.2.1 Observe the ways in which others interact with objects and materials. AL 3.2.1
- AL 3.3.1 Try out one or two strategies to accomplish tasks and solve problems with adult support. AL 3.3.1

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 1.1.1 Demonstrate interest in simple counting activities. CM 1.1.1
- CM 1.3.1 Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions. CM 1.3.1

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Mathematics (CM): Patterns and Operations

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

CM 2.1.1 Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands). CM 2.1.1

Mathematics (CM): Measurement

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

CM 3.1.1 Match two objects based on one observable feature. CM 3.1.1

CM 3.2.1 Explore objects of different sizes and weights. CM 3.2.1

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 4.1.1 Explore the way shapes and objects fit together through play. CM 4.1.1

CM 4.5.1 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). CM 4.5.1

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 1.1.1 Observe and explore the immediate environment using their senses. CS 1.1.1

CS 1.2.1 Actively experiment with and explore the physical properties of objects and substances. CS 1.2.1

CS 1.3.1 Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world. CS 1.3.1

Social Studies (CSS)

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

CSS 1.1.1 Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues. CSS 1.1.1

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

CSS 2.1.1 Distinguish between familiar and new individuals. CSS 2.1.1

Creative Arts (CCA): Music and Movement

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

CCA 1.1.1 Move body in response to the beat and tempo of music and/or rhythmic sounds. CCA 1.1.1

CCA 1.2.1 Imitate sounds and/or music using their bodies and/or small instruments. CCA 1.2.1

Creative Arts (CCA): Visual Arts

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

CCA 2.1.1 Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing. CCA 2.1.1

CCA 2.2.1 Explore a variety of materials to create visual art. CCA 2.2.1

Creative Arts (CCA): Dramatic Play

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

CCA 3.1.1 Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone). CCA 3.1.1

CCA 3.2.1 Experiment with voice inflection during play. CCA 3.2.1

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 1.1.1 Respond to facial expressions, tone of voice, and some words that communicate basic feelings. LD 1.1.1

LD 1.2.1 Respond to speech and other communication directed at them. LD 1.2.1

LD 1.3.1 Respond appropriately to familiar words, signs, and/or songs. LD 1.3.1

LD 1.4.1 Follow simple directions, especially if accompanied by gestures. LD 1.4.1

Language Development: Expressive Communication

LD 2 Communicate with others to express self. LD 2

LD 2.1.1 Communicate through word-like sounds, some words, and some simple phrases. LD 2.1.1

LD 2.2.1 Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication. LD 2.2.1

LD 2.3.1 Respond to simple statements and questions about pictures, people, and things that are present. LD 2.3.1

LD 2.5.1 Use some pronouns. LD 2.5.1

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ınguage Development: Social and Conversational Rules

LD 3 Children use social and conversational rules. LD 3

LD 3.1.1 Initiate interactions with others using gestures and/or vocalizations. LD 3.1.1

LD 3.2.1 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 (non-verbal and verbal). LD 3.2.1

LD 3.3.1 “Jabber” and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them. LD 3.3.1

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 1.1.1 Demonstrate interest in familiar rhymes and songs. EL 1.1.1

Early Literacy (EL): Print Concepts

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

EL 2.3.1 Hold books, look at pictures, and help turn some pages. EL 2.3.1

EL 2.4.1 Request to have books read to them. EL 2.4.1

Early Literacy (EL): Emergent Writing

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

EL 5.2.1 Make marks or scribbles using a variety of media (e.g., finger paint, chalk). EL 5.2.1

Physical Development & Well-Being

Physical Development (PD): Gross Motor

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

PD 1.1.1 Coordinate senses with movement to show where their body is in relation to other objects and people in the environment. PD 1.1.1

PD 1.2.1 Move in a variety of ways and directions with increasing coordination and balance. PD 1.2.1

PD 1.3.1 Maintain control of one’s body in various positions while exploring and examining materials, activities, and spaces. PD 1.3.1

PD 1.4.1 Engage in physical play activities for periods of time to develop strength and stamina. PD 1.4.1

Physical Development (PD): Fine Motor

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

PD 2.1.1 Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects. PD 2.1.1

PD 2.2.1 Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks). PD 2.2.1

Physical Development (PD): Healthy Behaviors

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

PD 3.1.1 Engage in active play indoors or outdoors with adult support. PD 3.1.1

PD 3.3.1 Participate in some basic safety practices (e.g., fire/tornado drills). PD 3.3.1

Interpersonal Skills

Interpersonal Skills (IS): Relationships with Adults

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

IS 1.1.1 Mimic signs of recognition (e.g., smile, wave). IS 1.1.1

IS 1.2.1 Seek to be near familiar adults and respond cautiously to new adults. IS 1.2.1

IS 1.3.1 Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read. IS 1.3.1

IS 1.4.1 Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo. IS 1.4.1

IS 1.5.1 Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says. IS 1.5.1

Interpersonal Skills (IS): Relationships with Children

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

IS 2.1.1 Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy. IS 2.1.1

IS 2.5.1 Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head “no” when another child tried to take a toy. IS 2.5.1

Interpersonal Skills (IS): Self-Esteem

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

- IS 3.1.1 Point to body parts, including feet and hands, of themselves and others when each is named. IS 3.1.1
- IS 3.2.1 Recognize oneself in a mirror, such as by pointing or saying, “Me.” IS 3.2.1
- IS 3.3.1 Respond when name is called by looking or moving toward a familiar adult. IS 3.3.1
- IS 3.4.1 Express preferences for objects, activities, and people using gestures, signs, or words, such as choosing a shirt to wear or which food they would prefer. IS 3.4.1
- IS 3.5.1 Demonstrate a sense of satisfaction when accomplishing simple tasks, such as smiling or clapping during play or chores. IS 3.5.1
- IS 3.6.1 Express pride over accomplishments, such as stacking blocks or cleaning up after playing. IS 3.6.1

Interpersonal Skills (IS): Self-Regulation

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

- IS 4.1.1 Express a range of basic feelings (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions, such as clapping and smiling when a favorite song plays. IS 4.1.1
- IS 4.2.1 Imitate adult expressions of feelings using facial expressions, sounds, gestures, or actions, such as smiling and waving hi upon seeing an adult smile and wave when someone enters the room. IS 4.2.1
- IS 4.3.1 Respond to others' feelings with adult support, such as consoling another crying child when prompted by an adult. IS 4.3.1
- IS 4.4.1 Accept some redirection from adults, such as sharing a toy when reminded to share by an adult. IS 4.4.1
- IS 4.5.1 Participate in simple routines and accept transitions with adult support, such as walking to the high chair after an adult puts on the child’s bib. IS 4.5.1
- IS 4.6.1 Notice how others respond to one’s own behaviors, such as when a child beats on drums then looks at an adult to see the reaction. IS 4.6.1
- IS 4.7.1 Use simple behaviors to soothe oneself when upset, such as moving to a caregiver’s side when hearing loud thunder. IS 4.7.1
- IS 4.8.1 Look toward familiar caregivers for help when becoming upset. IS 4.8.1