



★Mother Goose Time★

Alignment of the
Experience Early Learning Skills

with

Louisiana Early Learning Standards (3 & 4 year-olds)

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems which are imprints of the Experience Early Learning Company:

- Mother Goose Time
- Experience ToyBox
- Dance 'n Beats
- Experience God
- More Math & More Literacy

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Louisiana Early Learning and Development Standards with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the Teaching & Learning Expectations for Louisiana, Mother Goose Time also reinforces the following skills:

- 31.1 Expresses through dance and movement
- Second Language Learning

For questions or comments about this alignment, contact info@experienceearlylearning.com.

Approaches to Learning

Louisiana Early Learning and Development Standards (3 & 4 year-olds)

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SUBDOMAIN: INITIATIVE AND CURIOSITY	
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
Three-Year-Olds	
Demonstrate eagerness to learn through play and exploring the environment. (3.1)	<p>Social and Emotional Development 1 Self Concept 1.1.C Expresses preference. Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. 1.2.C Takes responsibility. Asserts a desire to start or end an activity.</p> <p>Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
Complete a range of simple tasks on their own. (3.2)	<p>Social and Emotional Development 1 Self Concept 1.2.D,E Takes responsibility. Initiates an activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.</p>
Four-Year-Olds	
Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)	<p>Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>

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Choose a multi-step task and complete it on their own. (4.2)	Social and Emotional Development 1 Self Concept 1.2.E Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity.
SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE	
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
Three-Year-Olds	
Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)	Social and Emotional Development 2 Self Direction 2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult.
Maintain focus on a complex activity with adult support. (3.2)	Social and Emotional Development 2 Self Direction 2.2.C-E Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult. Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.

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<p>With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)</p>	<p>Social and Emotional Development 2 Self Direction 2.2.C-E Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult. Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>Mathematics and Reasoning 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first she solving a problem.</p>
<p>Four-Year-Olds</p>	
<p>Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</p>	<p>Social and Emotional Development 2 Self Direction 2.2.E,F Maintains attention. Sustains focus for five to ten minutes, persisting even if there are problems or distractions.</p>
<p>Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)</p>	<p>Social and Emotional Development 2 Self Direction 2.2.C,E,F Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult. Sustains focus for five to ten minutes, persisting even if there are problems or distractions.</p>
<p>Plan and complete tasks and activities. (4.3)</p>	<p>Social and Emotional Development 1 Self Concept 1.2.E Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity. 2 Self Direction 2.2.D Maintains attention. Practices or repeats an activity many times until successful.</p>

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SUBDOMAIN: REASONING, PROBLEM SOLVING AND CREATIVE THINKING	
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
Three-Year-Olds	
Experiment to see if the same actions have similar effects on different objects. (3.1)	<p>Science 25 Scientific Reasoning 25.2.C,D Observes and experiments. Investigates and object or group of object in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p> <p>Mathematics and Reasoning 20 Logic 20.1.B Solves problems. Experiments with cause and effect.</p>
Remember and apply previously learned information to a familiar object, task or situation. (3.2)	<p>Mathematics and Reasoning 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first she solving a problem.</p> <p>Science 25 Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes.</p>
Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)	<p>Mathematics and Reasoning 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>
Ask adults for help on tasks, if needed. (3.4)	<p>Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p>

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Four-Year-Olds	
Identify and understand cause and effect relationships. (4.1)	<p>Mathematics and Reasoning 20 Logic 20.1.B,D,E Solves problems. Experiments with cause and effect. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Apply prior knowledge and experiences to learn new skills during play. (4.2)	<p>Mathematics and Reasoning 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first she solving a problem.</p> <p>Language and Literacy 7 Listening Comprehension 7.2.G Follows verbal directions. Remembers and follows previous rules or directions shared verbally.</p>
Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	<p>Mathematics and Reasoning 20 Logic 20.1.D,E Solves problems. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates and object or group of object in multiple ways.</p>

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Make specific request for help from both peers and adults as needed. (4.4)	<p>Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p> <p>Social and Emotional Development 1 Self Concept 1.2.C,D Takes responsibility. Asserts a desire to start or end an activity and asks for help. Initiates an activity and seeks help to complete it. 3 Social Relationships 3.2.D Cooperates. Asks adult to help solve social problems.</p>
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
Three-Year-Olds	
Express unique ideas in both language and use of objects in a variety of situations. (3.1)	<p>Language and Literacy 8 Communication 8.1.C,F Communicates ideas. Communicates needs, desires and ideas using simple sentences. Explains thoughts about familiar people, places and events.</p> <p>Creative Development 30 Music 30.2 Expresses through music. 32 Visual Arts 32.2 Expresses through visual arts. 33 Drama 33.1 Participates in dramatic play. 33.2 Uses and creates props.</p>

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Ask more complex questions for clarification and to seek meaningful information. (3.2)

Language and Literacy

8 Communication

8.1.D,E Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. Engages in conversation through multiple exchanges.

8.2.E Speaks in sentences. Speaks in complete sentences. Uses questions words in speech.

9 Vocabulary

9.1.C-E Builds vocabulary. Asks what a specific person or object is called. Seeks additional words for new ways to describe. Asks what unfamiliar words mean.

13 Reading Comprehension

13.2.E,G Retells, asks and answers questions. As a story is read, asks and answers simple questions about characters, setting and events. Asks and answers questions about setting, characters and events.

Science

25 Scientific Reasoning

25.1.E Inquires and predicts. Asks questions or shows curiosity about scientific phenomenon.

Social Studies

21 Families and Communities

21.3 Respects diversity. Asks questions about how others live, eat, play and believe.

Four-Year-Olds

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<p>Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</p>	<p><u>Language and Literacy</u> 8 Communication 8.1.F,G Communicates ideas. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> <p><u>Creative Development</u> 30 Music 30.2 Expresses through music. 32 Visual Arts 32.2 Expresses through visual arts. 33 Drama 33.1 Participates in dramatic play. 33.2 Uses and creates props.</p>
<p>Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</p>	<p><u>Science</u> 25 Scientific Reasoning 25.1.E Inquires and predicts. Asks questions or shows curiosity about scientific phenomenon. 25.2.F,G Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis. Experiments or gathers information.</p>

Cognitive Development and General Knowledge

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SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)	
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
Three-Year-Olds	
Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)	<u>Creative Development</u> 30 Music 30.2.G Expresses through music. Interprets and compares many types of music. 31 Dance and Movement 31.2.F Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement.
Participate in songs and finger plays. (3.2)	<u>Creative Development</u> 30 Music 30.1.E Develops rhythm and tone. Sings along to familiar songs.
Use instruments, sounds/ words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)	<u>Creative Development</u> 30 Music 30.1.D-F Develops rhythm and tone. Controls voice to mimic the melodic direction. Sings along to familiar songs. Creates simple rhythm patterns. 30.2.D,F Expresses through music. Uses voice, common objects or instruments to create music. Communicates ideas by creating rhythm and/or melody.

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Identify changes in tempo when listening to music. (3.4)	<u>Creative Development</u> 30 Music 30.1.B,E Develops rhythm and tone. Responds to change in sound, rhythm, volume or melody. Hears the change of musical phrases in a song.
Replicate changes in tempo. (3.5)	<u>Creative Development</u> 30 Music 30.1.B,D,G,H Develops rhythm and tone. Responds to change in sound, rhythm, volume or melody. Claps along to simple rhythm patterns. Maintains a steady beat. Maintains rhythm in various meter groupings.
Use instruments, props, and body to respond creatively to music. (3.6)	<u>Creative Development</u> 30 Music 30.2.D,F Expresses through music. Uses voice, common objects or instruments to create music. Communicates ideas by creating rhythm and/or melody.
Four-Year-Olds	
Express thoughts and feelings through movement and musical activities. (4.1)	<u>Creative Development</u> 30 Music 30.2.E,F Expresses through music. Uses voice or instrumental to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody. 31 Dance and Movement 31.2.E,F Expresses through dance and movement. Creates movements based on own ideas. Expresses ideas, feelings and stories through creative movement.
Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	<u>Creative Development</u> 30 Music 30.1.D,E Develops rhythm and tone. Claps along to simple rhythmic patterns. Sings along to familiar songs. 30.2.D Expresses through music. Uses voice, common objects or instruments to create music.

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Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	<p>Creative Development 30 Music 30.1.G,H Develops rhythm and tone. Maintains a steady beat. Recognizes strong/weak beats. Maintains rhythm in various meter groupings. 30.2.D,E Expresses through music. Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.</p>
Describe changes in tone, melody, rhythm, and tempo. (4.4)	<p>Creative Development 30 Music 30.1.B,E Develops rhythm and tone. Responds to changes in sound, rhythm, volume or melody. Hears the change of musical phrases in a song. 30.2.G Expresses through music. Interprets and compares many types of music.</p>
Use instruments, props, and body creatively to express self through music and movement. (4.5)	<p>Creative Development 30 Music 30.2.E,F Expresses through music. Uses voice or instrumental to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody. 31 Dance and Movement 31.2.E,F Expresses through dance and movement. Creates movements based on own ideas. Expresses ideas, feelings and stories through creative movement.</p>
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
Three-Year-Olds	

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<p>With prompting and support, describe what they like and do not like about various forms of art. (3.1)</p>	<p>Creative Development 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p>Social and Emotional Development 1 Self Concept 1.1.C-E Expresses preferences. Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preferences of self and others.</p>
<p>Describe general features (color, size, objects included) of a piece of art work. (3.2)</p>	<p>Creative Development 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists. 32.2.F Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how she/he chose specific materials and techniques.</p> <p>Language and Literacy 9 Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects.</p>
<p>Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p>	<p>Creative Development 32 Visual Arts 32.1.C-G Develops artistic techniques. Explores a variety of artistic tools and media. Chooses an object or art tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images. Demonstrate a variety of techniques using a given tool or medium. Uses various tools and techniques to achieve desired artistic results.</p>
<p>Four-Year-Olds</p>	

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<p>Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)</p>	<p>Creative Development 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p>Social and Emotional Development 1 Self Concept 1.1.C-E Expresses preferences. Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preferences of self and others. 1.3 Identifies and manages feelings.</p>
<p>Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)</p>	<p>Creative Development 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists. 32.2.F Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how she/he chose specific materials and techniques.</p> <p>Language and Literacy 9 Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects.</p>
<p>Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p>	<p>Creative Development 32 Visual Arts 32.1.C-G Develops artistic techniques. Explores a variety of artistic tools and media. Chooses an object or art tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images. Demonstrate a variety of techniques using a given tool or medium. Uses various tools and techniques to achieve desired artistic results. 32.2.F,G Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art to express ideas, thoughts and feelings.</p>

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Standard CC 3: Explore roles and experiences through dramatic art and play.	
Three-Year-Olds	
Observe and/or engage in a variety of dramatic performances (e.g., puppetry, storytelling, dance, plays, theater). (3.1)	<p>Creative Development 33 Drama 33.1.C,E Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play.</p>
With prompting and support, role play or use puppets to act out stories. (3.2)	<p>Creative Development 33 Drama 33.1.C,D Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play. 33.2.E Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>Language and Literacy 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)	<p>Creative Development 33 Drama 33.1.C,D Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play. 33.2.E Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene.</p> <p>Social Studies 21 Families and Communities 21.2.D,E Explores cultures and traditions. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>

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Use one object to represent another object. (3.4)	<u>Creative Development</u> 33 Drama 33.2.C,D Uses and creates props. Uses realistic toys as replacements for real objects. Uses any object as a replacement for a realistic prop or real object.
Four-Year-Olds	
Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, storytelling, dance, plays, pantomime, theater). (4.1)	<u>Creative Development</u> 31 Dance and Movement 31.2 Expresses through dance and movement. 33 Drama 33.1.C-F Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play. Assigns roles and plays out unscripted scenes in dramatic play. With cues, performs a simple pre-planned drama.
Role play or use puppets to act out stories or play a character. (4.2)	<u>Creative Development</u> 33 Drama 33.1.C,D Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play. 33.2.E Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene. <u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

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Represent fantasy and real-life experiences through pretend play. (4.3)	Creative Development 33 Drama 33.1.C,D Participates in dramatic play. Uses words, actions and props to pretend. Plays a role in a group dramatic play. Language and Literacy 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
Use objects to represent other objects. (4.4)	Creative Development 33 Drama 33.2.C,D Uses and creates props. Uses realistic toys as replacements for real objects. Uses any object as a replacement for a realistic prop or real object.
SUBDOMAIN: MATHEMATICS (CM)	
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
Three-Year-Olds	
Verbally counts by ones to 10. (3.1)	Mathematics and Reasoning 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to 10 objects.
With prompting and support, count up to 5 and then backwards from 5. (3.2)	Mathematics and Reasoning 15 Number Concepts 15.1.D Identifies numerals. Identifies numerals to five. 15.2.D Counts to determine quantity. Counts up to 10 objects.

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Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)	Mathematics and Reasoning 15 Number Concepts 15.2. Counts to determine quantity.
Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)	Mathematics and Reasoning 15 Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting. 15.3.D Understands operations. Creates and counts groups of up to five objects.
Identify some written numerals but not in sequence. (3.5)	Mathematics and Reasoning 15 Number Concepts 15.1.D Identifies numerals. Identifies numerals to five.
With prompting and support, match four or five numerals with the correct number of objects. (3.6)	Mathematics and Reasoning 15 Number Concepts 15.1.C Identifies numerals. Identifies numerals to three. 15.2.C Counts to determine quantity. Points to one object at a time while counting. 15.3.C Understands operations. Creates groups of objects.
Count two sets of objects and identify which set has more/ less/ fewer. (3.7)	Mathematics and Reasoning 15 Number Concepts 15.3.B Understands operations. Demonstrates an understanding of one, two and more. 19 Measurement 19.2.B Compares and seriates. Demonstrates an understanding of more, none and one.
Identify an object or person as first. (3.8)	Mathematics and Reasoning 19 Measurement 19.2.D Compares and seriates. Describes order using first, then and last.

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Four-Year-Olds	
Verbally count by ones to 20. (4.1)	Mathematics and Reasoning 15 Number Concepts 15.2.E Counts to determine quantity. Counts up to 20 objects.
Count forward from a given number between 1 and 10, and count backward from 5. (4.2)	Mathematics and Reasoning 15 Number Concepts 15.2.F Counts to determine quantity. Counts forward from a given number.
Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	Mathematics and Reasoning 15 Number Concepts 15.2 Counts to determine quantity.
Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	Mathematics and Reasoning 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.
Identify written numerals 0–10 in the everyday environment. (4.5)	Mathematics and Reasoning 15 Number Concepts 15.1.E Identifies numerals. Identifies numerals to ten.
With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)	Mathematics and Reasoning 15 Number Concepts 15.1.E Identifies numerals. Identifies numerals to ten. 15.2.C Counts to determine quantity. Points to one object at a time while counting.
Compare sets of objects using same/different and more/less/fewer. (4.7)	Mathematics and Reasoning 15 Number Concepts 15.3.B Understands operations. Demonstrates an understanding of one, two and more. 19 Measurement 19.2.B Compares and seriates. Demonstrates an understanding of more, none and one.

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Identify an object's or person's position as first or last. (4.8)	Mathematics and Reasoning 19 Measurement 19.2.D Compares and seriates. Describes order using first, then and last.
Standard CM 2: Understand basic patterns, concepts, and operations.	
Three-Year-Olds	
Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)	Mathematics and Reasoning 18 Patterns and Sorting 18.1.C,D Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns. Creative Development 30 Music 30.1.D,E Develops rhythm and tone. Claps along to simple rhythm patterns. Repeats simple rhythm patterns.
Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)	Mathematics and Reasoning 18 Patterns and Sorting 18.2.C,D Matches, sorts and charts. Sort objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.
Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)	Mathematics and Reasoning 15 Number Concepts 15.3.B,C Understands operations. Demonstrates an understanding of one, two and more. Creates groups of objects. Adds and removes to group as prompted.

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<p>Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (3.4)</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.3.C,D Understands operations. Adds and removes to group as prompted. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Creative Development 30 Music 30.1.E Develops rhythm and tone. Sings along to familiar songs.</p>
<p>Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.3.C,D Understands operations. Adds and removes to group as prompted. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Four-Year-Olds</p>	
<p>Recognize, copy, and extend patterns. (4.1)</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.1.C,D Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.</p>
<p>Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.2.E Matches, sorts and charts. Sorts objects by more than one feature and explains why.</p>
<p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.3.D,E Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Solves addition and subtraction problems within ten.</p>

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Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)	Mathematics and Reasoning 15 Number Concepts 15.3.D,E Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. Solves addition and subtraction problems within ten.
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
Three-Year-Olds	
Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy). (3.1)	Mathematics and Reasoning 19 Measurement 19.1.B,C Estimates and measures. Explores size and weight of objects in relation to self. Determines which object is bigger (heavier, longer) when given two objects.
Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)	Mathematics and Reasoning 19 Measurement 19.1.C Estimates and measures. Determines which object is bigger (heavier, longer) when given two objects.
Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)	Mathematics and Reasoning 19 Measurement 19.1.D Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.

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Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)	Mathematics and Reasoning 19 Measurement 19.1.D–F Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Measures and describes findings. Makes logical estimates and use measurement tools to check estimation.
Four-Year-Olds	
Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	Mathematics and Reasoning 19 Measurement 19.1.C Estimates and measures. Determines which object is bigger (heavier, longer) when given two objects.
Put up to six objects in order by length (seriate). (4.2)	Mathematics and Reasoning 19 Measurement 19.2.D,E Compares and seriates. Orders multiple objects by one feature using process of elimination. Arranges and orders multiple objects by size, length, hue or weight.
Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	Mathematics and Reasoning 19 Measurement 19.1.G Estimates and measures. Explains which measurement tool makes best sense for the object being measured.
Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)	Mathematics and Reasoning 19 Measurement 19.1.D–F Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Measures and describes findings. Makes logical estimates and use measurement tools to check estimation.
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	

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Three-Year-Olds	
Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)	Mathematics and Reasoning 16 Shapes 16.1.E Identifies shapes. Describes basic and complex two- and three-dimensional shapes using own words.
With prompting and support, name the attributes of two shapes. (3.2)	Mathematics and Reasoning 16 Shapes 16.1.E Identifies shapes. Describes basic and complex two- and three-dimensional shapes using own words. Describes and draws defining features of shapes.
Create, simple shapes using objects or other materials. (3.3)	Mathematics and Reasoning 16 Shapes 16.1.E Identifies shapes. Describes basic and complex two- and three-dimensional shapes using own words.
Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)	Mathematics and Reasoning 16 Shapes 16.2.C,D Manipulates parts and wholes. Puts together two to three pieces to create a whole object. Uses a guide to put together six to twelve pieces to make a whole object.
With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)	Mathematics and Reasoning 16 Shapes 16.2.E,F Manipulates parts and wholes. Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.
Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/ outside. (3.6)	Mathematics and Reasoning 17 Spatial Awareness 17.2.C-E Determines object location. When prompted, finds or places object next to, between, in front of or behind self, or objects not related to self. Explains the location of an object in relation to another object or person.

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Four-Year-Olds	
Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)	<p>Mathematics and Reasoning 16 Shapes 16.1.D Identifies shapes. Identifies four to six basic geometric shapes.</p> <p>17 Spatial Awareness 17.1.F Flips and rotates objects. Identifies two- and three-dimensional shapes and symbols regardless of orientation.</p>
Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)	<p>Mathematics and Reasoning 16 Shapes 16.1.D,E Identifies shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p>
Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)	<p>Mathematics and Reasoning 16 Shapes 16.1.G Identifies shapes. Describes and draws defining features of basic shapes.</p>
Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)	<p>Mathematics and Reasoning 16 Shapes 16.2.E,F Manipulates parts and wholes. Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.</p>
Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/out-side, beside/between, and in front/behind. (4.5)	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.C-E Determines object location. When prompted, finds or places object next to, between, in front of or behind self, or objects not related to self. Explains the location of an object in relation to another object or person.</p>

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SUBDOMAIN: SCIENCE (CS)	
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
Three-Year-Olds	
Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)	<p>Science 25 Scientific Reasoning 25.2.B,C Observes and experiments. Uses senses to explore environment. Investigates and object or group of objects in multiple ways.</p>
Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)	<p>Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people.</p> <p>Mathematics and Reasoning 18 Patterns and Sorting 18.2.C-E Matches, sorts and charts. Sorts objects by one or more feature and explains why.</p>
Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)	<p>Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates and object or group of objects in multiple ways.</p> <p>29 Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.</p>

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Show an understanding of cause and effect relationships that are observed immediately. (3.4)	Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people. Mathematics and Reasoning 20 Logic 20.1.B Solves problems. Experiments with cause and effect.
With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)	Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people. 25.3.C Evaluates and infers. Shares discoveries with others. Mathematics and Reasoning 20 Logic 20.1.B Solves problems. Experiments with cause and effect.
Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)	Science 25 Scientific Reasoning 25.1.C-E Inquires and predicts. Identifies personal interests and seeks more information. When given a question, guesses a possible answer or outcome. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.
Participate in simple scientific investigations. (3.7)	Science 25 Scientific Reasoning 25.2.C,D,F Observes and experiments. Investigates and object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Gathers information or experiments to prove/disprove a hypothesis.

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With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	Science 25 Scientific Reasoning 25.2.D,E Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people. Explores scientific phenomena and records observations by drawing. 25.3.C Evaluates and infers. Shares discoveries with others.
With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)	Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.
Four-Year-Olds	
Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	Science 25 Scientific Reasoning 25.2.B,C Observes and experiments. Uses senses to explore environment. Investigates and object or group of objects in multiple ways. 25.3 Evaluates and infers.
Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates and object or group of objects in multiple ways. 29 Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.

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<p>Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</p>	<p>Science 25 Scientific Reasoning 25.1.D,E Inquires and predicts. When given a questions, guesses a possible answer or outcome. Predicts a few outcomes. 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people.</p> <p>Mathematics and Reasoning 20 Logic 20.1.B Solves problems. Experiments with cause and effect.</p>
<p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p>	<p>Science 25 Scientific Reasoning 25.1.D,E Inquires and predicts. When given a questions, guesses a possible answer or outcome. Predicts a few outcomes. 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes.</p>
<p>Conduct simple scientific experiments. (4.5)</p>	<p>Science 25 Scientific Reasoning 25.2.C,D,F Observes and experiments. Investigates and object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</p>	<p>Science 25 Scientific Reasoning 25.2.D,E Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people. Explores scientific phenomena and records observations by drawing. 25.3.D-F Evaluates and infers. Uses past knowledge to explain observed changes. Describes and compares observations of scientific phenomena. Uses information and observations to verify a prediction.</p>

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With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)	Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
Three-Year-Olds	
With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)	Science 27 Physical Science 27.1.C-E Identifies properties of matter. With support, sorts objects by physical characteristics. Describes basic physical properties of objects and materials in immediate environment. Manipulates matter and observes any physical changes that occur.
Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)	Science 27 Physical Science 27.2 Explores forces and motions 29 Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.
With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)	Science 27 Physical Science 27.2.E Explores forces and motions. Experiments with and explains invisible forces (ramps, magnets, etc.). 29 Technology 29.1.D,E Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.

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Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)	Science 27 Physical Science 27.2.E Explores forces and motions. Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move. Experiments with and explains invisible forces (ramps, magnets, etc.).
Four-Year-Olds	
With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)	Science 27 Physical Science 27.1.D,E Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment. Manipulates matter and observes any physical changes that occur.
Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	Science 27 Physical Science 27.2 Explores forces and motions 29 Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.
Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	Science 27 Physical Science 27.2.E Explores forces and motions. Experiments with and explains invisible forces (ramps, magnets, etc.). 29 Technology 29.1.D,E Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.

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Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)	Science 27 Physical Science 27.2.E Explores forces and motions. Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move. Experiments with and explains invisible forces (ramps, magnets, etc.).
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
Three-Year-Olds	
With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)	Science 26 Life Science 26.2.F Classifies organisms. Describes the features of living things and groups them by similar features. 28 Earth Science 28.2.C Explores ecosystems. Identifies familiar animals, plants or rocks in immediate environment.
Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)	Science 26 Life Science 26.2.C Classifies organisms. Groups living things by common characteristics. Describes the features of living things and groups them by similar features.

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<p>Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p>	<p>Science 26 Life Science 26.1 Identifies basic needs.</p> <p>28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 3 Social Relationships 3.3 Cares for and responds to others.</p>
<p>Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</p>	<p>Science 26 Life Science 26.1 Identifies basic needs.</p> <p>28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines. 3 Social Relationships 3.3 Cares for and responds to others.</p>
<p>Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p>	<p>Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people</p> <p>26 Life Science 26.2.F Classifies organisms. Describes the features of living things and groups them by similar features.</p> <p>28 Earth Science 28.2.C Explores ecosystems. Identifies familiar animals, plants or rocks in immediate environment.</p>

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Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)	<u>Language and Literacy</u> 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.
Four-Year-Olds	
Explore, observe, and describe a variety of living creatures and plants. (4.1)	Science 26 Life Science 26.2.F Classifies organisms. Describes the features of living things and groups them by similar features. 28 Earth Science 28.2.C Explores ecosystems. Identifies familiar animals, plants or rocks in immediate environment.
Classify living creatures and plants into categories according to at least one characteristic. (4.2)	Science 26 Life Science 26.2.C Classifies organisms. Groups living things by common characteristics. Describes the features of living things and groups them by similar features.
Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)	Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines. 3 Social Relationships 3.3 Cares for and responds to others. Science 26 Life Science 26.1 Identifies basic needs. 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.

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<p>Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</p>	<p>Science 26 Life Science 26.1 Identifies basic needs.</p> <p>28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines. 3 Social Relationships 3.3 Cares for and responds to others.</p>
<p>Describe plants' and living creatures' life cycles. (4.5)</p>	<p>Science 26 Life Science 26.1.F Identifies basic needs. Describes how living things attain what they need to survive.</p> <p>28 Earth Science 28.2.F Explores ecosystems. Describes how living things interact within a particular environment.</p>
<p>Use basic vocabulary to name and describe plants and living creatures. (4.6)</p>	<p>Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.</p>
<p>Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</p>	<p>Science 26 Life Science 26.2 Classifies organisms.</p> <p>Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation.</p>

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Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
Three-Year-Olds	
Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)	Science 28 Earth Science 28.1.D Identifies weather and climates. Identifies climate and weather in immediate environment.
Name the types of clothing needed for different seasons. (3.2)	Science 28 Earth Science 28.1.E Identifies weather and climates. Explains how weather and climate changes may affect personal life.
Identify the characteristics of current weather conditions. (3.3)	Science 28 Earth Science 28.1.D Identifies weather and climates. Identifies climate and weather in immediate environment.
Describe objects found in the day or night time sky. (3.4)	Science 28 Earth Science 28.1.G Identifies weather and climates. Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.
Talk about how the sky changes from night to day. (3.5)	Science 28 Earth Science 28.1.G Identifies weather and climates. Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.
Four-Year-Olds	

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Compare, and contrast seasonal changes where they live. (4.1)	Science 28 Earth Science 28.1.C,D Identifies weather and climates. Notices changes in temperature or weather in immediate environment. Identifies climate and weather in immediate environment.
Describe the types of clothing needed for different seasons. (4.2)	Science 28 Earth Science 28.1.E Identifies weather and climates. Explains how weather and climate changes may affect personal life.
Describe the current weather and how weather conditions can change from day to day. (4.3)	Science 28 Earth Science 28.1.C,D Identifies weather and climates. Notices changes in temperature or weather in immediate environment. Identifies climate and weather in immediate environment.
Describe major features of the earth and sky, and how they change from night to day. (4.4)	Science 28 Earth Science 28.1.G Identifies weather and climates. Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.
SUBDOMAIN: SOCIAL STUDIES (CSS)	
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
Three-Year-Olds	
Use words to describe events or activities that happened at an earlier time (e.g., "after we had snack" or "last night"). (3.1)	Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.

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<p>Remember familiar people even though they may not have seen them for a while. (3.2)</p>	<p>Social Studies 21 Families and Communities 21.1.C Identifies community and family roles. Identifies familiar people and pets.</p> <p>24 History 24.1.D Describes past events. Recalls information and events from the past.</p>
<p>Describe the sequence of daily routines. (3.3)</p>	<p>Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p>
<p>Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)</p>	<p>Social Studies 24 History 24.1.D,E Describes past events. Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p> <p>Language and Literacy 8 Communication 8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
<p>Four-Year-Olds</p>	
<p>Describe events, activities, and people from the past using appropriate vocabulary. (4.1)</p>	<p>Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p>

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Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)	<u>Social Studies</u> 24 History 24.1.D,E Describes past events. Recalls information and events from the past. Uses language of time to describe familiar sequences of events. <u>Language and Literacy</u> 8 Communication 8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.
Standard CSS 2: Describe people, events, and symbols of the past and present.	
Three-Year-Olds	
Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)	<u>Social Studies</u> 21 Families and Communities 21.1.C Identifies community and family roles. Identifies familiar people and pets.
With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)	<u>Social Studies</u> 22 Civics and Economics 22.1. Understands citizenship <u>23 Geography</u> 23.2. Uses maps. Recognizes symbols and landmarks.
Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3)	<u>Social Studies</u> 21 Families and Communities 21.2.C Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs.

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Participate in and talk about local cultural events, holidays and/or celebrations. (3.4)	<u>Social Studies</u> 21 Families and Communities 21.2.B-D Explores cultures and traditions. With help, participates in family traditions and customs. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.
Four-Year-Olds	
Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)	<u>Social Studies</u> 21 Families and Communities 21.1.C Identifies community and family roles. Identifies familiar people and pets. 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.
Identify and name some local, state, and national symbols. (4.2)	<u>Social Studies</u> 22 Civics and Economics 22.1. Understands citizenship <u>23 Geography</u> 23.2. Uses maps. Recognizes symbols and landmarks.
Describe familiar elements of the local community and culture. (4.3)	<u>Social Studies</u> 21 Families and Communities 21.2.C Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. 22 Civics and Economics 22.1. Understands citizenship

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Describe local, state, and national cultural events, celebrations, and holidays. (4.4)	<u>Social Studies</u> 21 Families and Communities 21.2.D-F Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people.
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.	
Three-Year-Olds	
Participate in walks and field trips to different places in the community. (3.1)	<u>Social Studies</u> 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.B Uses maps. Finds ways to move around in a familiar environment.
Describe familiar places such as the home, center/ family day home, etc. (3.2)	<u>Social Studies</u> 23 Geography 23.1.C Identifies types of places. Identifies a variety of familiar places, such as the store, car, home or Grandma's.
Describe the location of items/areas in the classroom and places in home and community. (3.3)	<u>Social Studies</u> 23 Geography 23.1.C Identifies types of places. Identifies a variety of familiar places, such as the store, car, home or Grandma's. <u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.2.C-E Determines object location. When prompted, finds or places object next to, between, in front of or behind self, or objects not related to self. Explains the location of an object in relation to another object or person.

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Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)	Social Studies 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.E,F Uses maps. Identifies what is represented on a map. Draws pictures of current location. Recreates a map of something s/he cannot immediately see.
Recognize and name a map and a globe. (3.5)	Social Studies 23 Geography 23.2 Uses maps.
Look at a simple map and find various features/parts of the map with support and guidance. (3.6)	Social Studies 23 Geography 23.2.D,E Uses maps. Recognizes symbols and landmarks. Identifies what is represented on a map. Draws pictures of current location.
Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)	Science 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.
Identify and use appropriate trash receptacles independently. (3.8)	Science 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment. Social and Emotional Development 1 Self Concept 1.2 Takes responsibilities 2 Self Direction 2.1 Follows rules and routines.

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Participate in daily clean-up activities. (3.9)	<u>Science</u> 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment. <u>Social and Emotional Development</u> 1 Self Concept 1.2 Takes responsibilities 2 Self Direction 2.1 Follows rules and routines.
Four-Year-Olds	
Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)	<u>Social Studies</u> 23 Geography 23.1.B-D Identifies types of places. Recognizes familiar places. Identifies a variety of familiar places, such as the store, car, home or Grandma's. Identifies different types of water bodies, streets, buildings and landmarks in own community.
Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)	<u>Social Studies</u> 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.E,F Uses maps. Identifies what is represented on a map. Draws pictures of current location. Recreates a map of something s/he cannot immediately see.
Recognize a globe/map as a representation of the earth. (4.3)	<u>Social Studies</u> 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.E Uses maps. Identifies what is represented on a map.

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<p>Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)</p>	<p>Social Studies 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.D,E Uses maps. Recognizes symbols and landmarks. Identifies what is represented on a map.</p>
<p>With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)</p>	<p>Social Studies 23 Geography 23.1.B Identifies types of places. Recognizes familiar places. 23.2.E,F Uses maps. Identifies what is represented on a map. Draws pictures of current location. Recreates a map of something s/he cannot immediately see.</p>
<p>Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)</p>	<p>Science 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibilities</p> <p>2 Self Direction 2.1 Follows rules and routines.</p>
<p>Participate in daily clean-up activities. (4.7)</p>	<p>Science 28 Earth Science 28.2.F Explores ecosystems. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibilities</p> <p>2 Self Direction 2.1 Follows rules and routines.</p>

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Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
Three-Year-Olds	
Participate in music, dance, and other traditions from various cultures. (3.1)	<p>Social Studies 21 Families and Communities 21.2 Explores cultures and traditions</p> <p>Creative Development 30 Music 30.2.G Expresses through music. Interprets and compares many types of music.</p>
Show and talk about objects, food, and customs from own family or culture. (3.2)	<p>Social Studies 21 Families and Communities 21.2.D,E Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
Identify homes that are similar to and/or different from own home. (3.3)	<p>Social Studies 21 Families and Communities 21.2.D-F Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. 21.3.F Respects diversity. Explains how individuals, families and cultures differ.</p> <p>23 Geography 23.1.C Identifies types of places. Identifies a variety of familiar places, such as store, car, home or Grandma's.</p>

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With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4)	<p>Social Studies 21 Families and Communities 21.2.E,F Explores cultures and traditions. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. 21.3.F Respects diversity. Explains how individuals, families and cultures differ.</p>
Identify the characteristics of one's own home. (3.5)	<p>Social Studies 21 Families and Communities 21.2.D,E Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>23 Geography 23.1.C Identifies types of places. Identifies a variety of familiar places, such as store, car, home or Grandma's.</p>
Four-Year-Olds	
Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	<p>Social Studies 21 Families and Communities 21.2.D-F Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. 21.3.F Respects diversity. Explains how individuals, families and cultures differ.</p>

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Discuss shelters/homes in various geographic regions. (4.2)	<p>Social Studies 21 Families and Communities 21.2.D-F Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people. 21.3.F Respects diversity. Explains how individuals, families and cultures differ.</p>
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
Three-Year-Olds	
Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table."). (3.1)	<p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibility</p> <p>2 Self Direction 2.1 Follows rules and routines</p> <p>Social Studies 22 Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and suggests new rules in a variety situations.</p>

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<p>With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</p>	<p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibility</p> <p>2 Self Direction 2.1 Follows rules and routines</p> <p>Social Studies 22 Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and suggests new rules in a variety situations.</p>
<p>Follow many rules with little support. (3.3)</p>	<p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibility</p> <p>2 Self Direction 2.1 Follows rules and routines</p> <p>Social Studies 22 Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and suggests new rules in a variety situations.</p>
<p>Identify rules that are used at home or in the classroom. (3.4)</p>	<p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibility</p> <p>2 Self Direction 2.1 Follows rules and routines</p> <p>Social Studies 22 Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and suggests new rules in a variety situations.</p>

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Tell why rules are important. (3.5)	<u>Social and Emotional Development</u> 2 Self Direction 2.1.D Follows rules and routines. Expresses feelings about fairness. <u>Social Studies</u> 22 Civics and Economics 22.1.D,E Understands citizenship. Follows familiar rules and suggests new rules in a variety situations. Discusses the purpose of rules, laws and civic leaders.
Describe the roles of various familiar community helpers/workers. (3.6)	<u>Social Studies</u> 21 Families and Communities 21.1.D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.
Imitate the roles of familiar community workers. (3.7)	<u>Social Studies</u> 21 Families and Communities 21.1.D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.
Four-Year-Olds	
Recognize their responsibility as a member of a family and classroom. (4.1)	<u>Social Studies</u> 21 Families and Communities 21.1.D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do. <u>Social and Emotional Development</u> 1 Self Concept 1.2 Takes responsibility.

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<p>Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)</p>	<p>Social and Emotional Development 1 Self Concept 1.2 Takes responsibility</p> <p>Social Studies 22 Civics and Economics 22.1 Understands citizenship.</p>
<p>Follow rules that have been established. (4.3)</p>	<p>Social and Emotional Development 2 Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4)</p>	<p>Social and Emotional Development 2 Self Direction 2.1.D Follows rules and routines. Expresses feelings about fairness.</p> <p>Social Studies 22 Civics and Economics 22.1,D,E Understands citizenship. Follows familiar rules and suggests new rules in a variety situations. Discusses the purpose of rules, laws and civic leaders.</p>
<p>Identify workers and their roles as citizens within the community. (4.5)</p>	<p>Social Studies 21 Families and Communities 21.1,D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.</p> <p>22 Civics and Economics 22.1 Understands citizenship</p>
<p>Standard CSS 6: Demonstrate an awareness of basic economic concepts.</p>	

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Three-Year-Olds	
Demonstrate an awareness of uses of money. (3.1)	<u>Social Studies</u> 22 Civics and Economics 22.2.E,F Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.
Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)	<u>Social Studies</u> 22 Civics and Economics 22.2.E,F Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.
Express wants and needs. (3.3)	<u>Social Studies</u> 22 Civics and Economics 22.2.B Understands concepts of trade. Express a desire for an object or action. <u>Social and Emotional Development</u> 1 Self Concept 1.1 Expresses preference.
Four-Year-Olds	
Demonstrate awareness of the purpose of money through play activities. (4.1)	<u>Social Studies</u> 22 Civics and Economics 22.2.E,F Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.

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Demonstrate the role of buyers and sellers in play activities. (4.2)	<p>Social Studies 22 Civics and Economics 22.2.E,F Understands concepts of trade. Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.</p>
Participate in conversations about wants and needs. (4.3)	<p>Social Studies 22 Civics and Economics 22.2.B Understands concepts of trade. Express a desire for an object or action.</p> <p>Social and Emotional Development 1 Self Concept 1.1 Expresses preference.</p> <p>Language and Literacy 8 Communication 8.1.F Communicates ideas.</p>

Language and Literacy

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SUBDOMAIN: SPEAKING AND LISTENING	
Standard LL 1: Comprehend or understand and use language.	
Three-Year-Olds	
Follow two-step directions. (3.1)	Language and Literacy 7 Listening Comprehension 7.2.C Follows verbal directions. Follows related two-step directions given verbally.
Demonstrate understanding of simple questions and requests. (3.2)	Language and Literacy 7 Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions.
Answer some simple “who”, “what” and “where” questions. (3.3)	Language and Literacy 7 Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions.

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Listen and respond attentively to simple conversations. (3.4)	<u>Language and Literacy</u> 7 Listening Comprehension 7.1.C-E Comprehends spoken language. Responds to simple statements and questions. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally. 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.
Use phrases and/or simple sentences and questions. (3.5)	<u>Language and Literacy</u> 8 Communication 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.
Ask “why” questions. (3.6)	<u>Language and Literacy</u> 8 Communication 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.
With prompting and support, act out familiar stories, rhymes and finger plays. (3.7)	<u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)	<u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using complete sentences. 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.

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Ask questions that may incorporate expanding vocabulary. (3.9)	<p>Language and Literacy 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p> <p>9 Vocabulary 9.1 Builds vocabulary</p>
Four-Year-Olds	
Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	<p>Language and Literacy 7 Listening Comprehension 7.1.C-E Comprehends spoken language. Responds to simple statements and questions. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p>
Listen and respond attentively to conversations. (4.2)	<p>Language and Literacy 7 Listening Comprehension 7.1.C-E Comprehends spoken language. Responds to simple statements and questions. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p> <p>8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>

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<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p>	<p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.C-E Comprehends spoken language. Responds to simple statements and questions. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally. 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking. (4.4)</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. <u>Creative Development</u> 33 Drama 33.1 Participates in dramatic play.</p>
<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p>	<p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using complete sentences. 8.2.E,F Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech. Speaks audibly.</p>
<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p>	<p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally. 13 Reading Comprehension 13.2.E Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events.</p>

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SUBDOMAIN: LANGUAGE	
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.	
Three-Year-Olds	
With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.B Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p> <p>Language and Literacy 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversation or through reading. Compares words and their meanings.</p>
Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)	<p>Language and Literacy 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversation or through reading.</p>
Four-Year-Olds	
Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.B Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p> <p>Language and Literacy 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversation or through reading. Compares words and their meanings.</p>

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Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	Language and Literacy 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversation or through reading.
SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT	
Standard LL 3: Develop an interest in books and their characteristics.	
Three-Year-Olds	
Find a specific book by looking at the cover. (3.1)	Language and Literacy 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book.
Identify the front cover of a book. (3.2)	Language and Literacy 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book.
Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)	Language and Literacy 11 Concepts of Print 11.1.B Demonstrates print knowledge. Recognizes of picture are right-side-up. Turn pages from front to back.
Imitate teacher reading a story. (3.4)	Language and Literacy 12 Letter/Word Recognition 12.2.B Makes letter-sound connections. Points to words printed on a page and pretends to read aloud.

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With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.F Demonstrates print knowledge. Identifies author and illustrator. 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Shows an interest in illustrations. (3.6)	<u>Language and Literacy</u> 13 Reading Comprehension 13.1.B,C Responds to text. Points to pictures and repeats words from familiar stories. Talks about pictures and ideas in familiar stories.
Four-Year-Olds	
Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.B,C Demonstrates print knowledge. Recognizes of picture are right-side-up. Turn pages from front to back. Identifies the front/back and top/bottom of a book.
With prompting and support, describe the role of the author and illustrator of a text. (4.2)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.F Demonstrates print knowledge. Identifies author and illustrator. 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Standard LL 4: Comprehend stories and information from books and other print materials.	
Three-Year-Olds	

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Answer simple questions about print that has been read aloud several times. (3.1)	<p>Language and Literacy</p> <p>7 Listening Comprehension</p> <p>7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally.</p> <p>13 Reading Comprehension</p> <p>13.2.E Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events.</p>
Retell a simple story with pictures or other props to use as prompts. (3.2)	<p>Language and Literacy</p> <p>13 Reading Comprehension</p> <p>13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>Creative Development</p> <p>33 Drama</p> <p>33.1 Participates in dramatic play.</p>
With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)	<p>Language and Literacy</p> <p>13 Reading Comprehension</p> <p>13.2.E,F Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events. With prompting, answers questions about characters and setting.</p>
With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)	<p>Language and Literacy</p> <p>9 Vocabulary</p> <p>9.1.C-E Builds vocabulary. Asks what a specific person or object are called. Seeks additional words for new ways to describe. Asks what unfamiliar words mean.</p>

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Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)	Creative Development 33 Drama 33.1 Participates in dramatic play. 33.2 Uses and creates props.
Use pictures and illustrations of a text to tell a story. (3.6)	Language and Literacy 13 Reading Comprehension 13.1.C Responds to text. Talks about picture and ideas in familiar stories. 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at picture or role-playing with props.
With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)	Language and Literacy 13 Reading Comprehension 13.2.E Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.
Demonstrate understanding of what will happen next in familiar stories. (3.8)	Language and Literacy 13 Reading Comprehension 13.1.D Responds to text. Anticipates what comes next in familiar stories.
Four-Year-Olds	
With prompting and support, ask and answer questions about print that is read aloud. (4.1)	Language and Literacy 7 Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally. 13 Reading Comprehension 13.2.E Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events.

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<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D,F Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells major events of a story in sequence.</p> <p><u>Creative Development</u> 33 Drama 33.1 Participates in dramatic play.</p>
<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.E,F Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events. With prompting, answers questions about characters and setting.</p>
<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p>	<p><u>Language and Literacy</u> 9 Vocabulary 9.1.C-E Builds vocabulary. Asks what a specific person or object are called. Seeks additional words for new ways to describe. Asks what unfamiliar words mean.</p>
<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p>	<p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally.</p> <p><u>9 Vocabulary</u> 9.1.C-E Builds vocabulary. Asks what a specific person or object are called. Seeks additional words for new ways to describe. Includes new and technical words in everyday conversation. Asks what unfamiliar words mean.</p>

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Recognize that texts can be stories (make-believe) or real (give information). (4.6)	Language and Literacy 11 Concepts of Print 11.1.F Understands print concepts. Recognizes common types of text (poem, storybook, fact book).
With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	Language and Literacy 13 Reading Comprehension 13.2.E,F Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events. With prompting, answers questions about characters and setting.
With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	Language and Literacy 13 Reading Comprehension 13.1.F Responds to text. With support, compares similarities between two texts.
Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	Language and Literacy 13 Reading Comprehension 13.1.C,D Responds to text. Talks about picture and ideas in familiar stories. Anticipates what comes next in familiar stories.
SUBDOMAIN: READING: FOUNDATIONAL SKILLS	
Standard LL 5: Demonstrate understanding of the organization and basic features of print.	
Three-Year-Olds	
With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)	Language and Literacy 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Follows the direction of text. Tracks print from the end of one line to the beginning of the next line.

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Identify name on personal property. (3.2)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad or stop.
With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.E Makes letter-sound connections. Recognizes that letters make up words.
Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.E Identifies letters and words. Names all upper and lower case letters when presented in random order. 12.2.E Makes letter-sound connections. Identifies 12–15 letters and their sounds.
Identify some letters in own name. (3.5)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad or stop. 12.2.C,D Makes letter-sound connections. Recognizes the sound of the first letter in his/her name. Identifies 6–7 letters and their sounds.
Four-Year-Olds	
With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Follows the direction of text. Tracks print from the end of one line to the beginning of the next line.

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With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Follows the direction of text. Tracks print from the end of one line to the beginning of the next line.
With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad or stop.
With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	<u>Language and Literacy</u> 11 Concepts of Print 11.1.D Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. 12 Letter/Word Recognition 12.2.E Makes letter-sound connections. Identifies 12–15 letters and their sounds.
Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	<u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.E Identifies letters and words. Names all upper and lower case letters when presented in random order. 12.2.E Makes letter-sound connections. Identifies 12–15 letters and their sounds.
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
Three-Year-Olds	

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With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.D Hears small units of sound. Identifies words that have a similar beginning sound. 10.2.D Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme.
With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.F Hears small units of sound. Isolates and pronounces the sound of each syllable.
With prompting and support, show an awareness of beginning sounds in words. (3.3)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.
With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.D,E Hears small units of sound. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.
Engage in word play activities in songs and rhymes. (3.5)	<u>Language and Literacy</u> 10 Phonological Awareness 10.2.A-C Identifies rhyme and alliteration. Hears rhyming songs and games. Repeats the last word in familiar rhymes when prompted. Suggests a missing rhyming word within a poem or song.
Four-Year-Olds	
With prompting and support, recognize and produce rhyming words. (4.1)	<u>Language and Literacy</u> 10 Phonological Awareness 10.2.C,D Identifies rhyme and alliteration. Suggests a missing rhyming word within a poem or song. Identifies when two words rhyme or don't rhyme.

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With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.F Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.
With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.G Hears small units of sound. Identifies and isolates individual sounds hear dir one-syllable words. 10.2.F,G Identifies rhyme and alliteration. Explains which sound of a given word is the rime and which is the onset. Recognizes blends, digraphs, letter patterns and simple word families.
Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	<u>Language and Literacy</u> 10 Phonological Awareness 10.1.D Hears small units of sound. Identifies words that have a similar beginning sound. 10.2. Identifies rhyme and alliteration.
SUBDOMAIN: WRITING	
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Three-Year-Olds	
Experiment with a variety of writing tools, materials, and surfaces. (3.1)	<u>Language and Literacy</u> 14 Emergent Writing 14.2.A Expresses through writing. Explores writing materials.
Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)	<u>Language and Literacy</u> 14 Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.

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Engage in tactile experiences creating letters and other forms. (3.3)	Language and Literacy 14 Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. 14.2.A Expresses through writing. Explores writing materials.
Imitate marks made by adult or older child (approximations). (3.4)	Language and Literacy 14 Emergent Writing 14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.
Describe picture and/ or dictate story to caretaker. (3.5)	Language and Literacy 14 Emergent Writing 14.2.D,E Expresses through writing. Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictation and writing to express and record an event or idea.
With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)	Science 29 Technology 29.1.D,E Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.
Four-Year-Olds	
Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	Language and Literacy 14 Emergent Writing 14.2.A Expresses through writing. Explores writing materials. Physical Development 5 Fine Motor 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.

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<p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p>	<p>Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictation and writing to express and record an event or idea.</p>
<p>With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</p>	<p>Science 29 Technology 29.1.D,E Explores technology. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.</p>

Physical Well-Being and Motor Development

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SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS	
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
Three-Year-Olds	
Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes.</p>
Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes.</p>
Four-Year-Olds	
Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes.</p>

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Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes.
Standard PM 2: Develop small muscle control and coordination.	
Three-Year-Olds	
Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)	Physical Development 5 Fine Motor 5.1. Controls small movements. Picks up, feeds self, opens, closes, twists pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, and grasps.
Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)	Physical Development 5 Fine Motor 5.1. Controls small movements. Picks up, feeds self, opens, closes, twists pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, and grasps.
Four-Year-Olds	
Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)	Physical Development 5 Fine Motor 5.1. Controls small movements. Picks up, feeds self, opens, closes, twists pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, and grasps.
Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)	Physical Development 5 Fine Motor 5.1. Controls small movements. Picks up, feeds self, opens, closes, twists pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, and grasps.

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Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
Three-Year-Olds	
Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	<p>Physical Development 6 Health and Safety 6.1.D,F Makes healthy food and exercise choices. Follows a routine of rest and active play. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. Uses conditioning methods to strengthen muscles and increase endurance. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes. Coordinates multiple complex movements in continuous play.</p>
Four-Year-Olds	
Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	<p>Physical Development 6 Health and Safety 6.1.D,F Makes healthy food and exercise choices. Follows a routine of rest and active play. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance. Walks, climbs, runs, balances, hops, skills, gallops, slide, and leaps. Uses conditioning methods to strengthen muscles and increase endurance. 4.2 Coordinates large movements. Carries, drags, kicks, tosses, throws, catches, and strikes. Coordinates multiple complex movements in continuous play.</p>

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SUBDOMAIN: HEALTH AND HYGIENE	
Standard PM 4: Develop appropriate health and hygiene skills.	
Three-Year-Olds	
Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)	Physical Development 6 Health and Safety 6.1.E,F Makes healthy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options. Identifies food that is nutritious.
Select from a variety of healthy foods that are offered. (3.2)	Physical Development 6 Health and Safety 6.1.E,F Makes healthy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options. Identifies food that is nutritious.
Carry out most personal care routines with minimal adult guidance and assistance. (3.3)	Physical Development 6 Health and Safety 6.2.C Practices good hygiene. With help, participates in healthy habits and healthcare routines. Science 26 Life Science 26.1.D Identifies basic needs. Meets most personal needs independently.
Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)	Physical Development 6 Health and Safety 6.1.C-F Makes healthy food and exercise choices. Anticipates the need to eat, rest and drink. Follows a routine of rest and active play. Chooses between two appropriate food or rest options. Regulates personal needs for nutrition, activity and rest with few reminders.
Four-Year-Olds	

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Identify different foods and the corresponding food group according to "My Plate". (4.1)	Physical Development 6 Health and Safety 6.1.E Makes healthy food and exercise choices. Identifies food groups and sorts food.
Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	Physical Development 6 Health and Safety 6.1-E-G Makes healthy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options. Identifies food that is nutritious. Explains the importance of nutrition.
Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)	Physical Development 6 Health and Safety 6.2.C Practices good hygiene. With help, participates in healthy habits and healthcare routines. Science 26 Life Science 26.1.D Identifies basic needs. Meets most personal needs independently.
Get sufficient sleep and rest to support healthy development of their body. (4.4)	Physical Development 6 Health and Safety 6.1.C-F Makes healthy food and exercise choices. Anticipates the need to eat, rest and drink. Follows a routine of rest and active play. Chooses between two appropriate food or rest options. Regulates personal needs for nutrition, activity and rest with few reminders.
SUBDOMAIN: SAFETY	
Standard PM 5: Demonstrate safe behaviors.	
Three-Year-Olds	

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Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)	Physical Development 6 Health and Safety 6.3.B-D Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules. Identifies dangerous situations and seeks out help.
State safety rules and follow them with guidance from adults. (3.2)	Physical Development 6 Health and Safety 6.3.B-D Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules. Identifies dangerous situations and seeks out help.
Four-Year-Olds	
Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with super-vision. (4.1)	Physical Development 6 Health and Safety 6.3.B-E Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them.
Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)	Physical Development 6 Health and Safety 6.3.B-D Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules. Identifies dangerous situations and seeks out help.

Social-Emotional Development

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SUBDOMAIN: SOCIAL RELATIONSHIPS	
Standard SE 1: Develop healthy relationships and interactions with peers and adults.	
Three-Year-Olds	
Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)	Social and Emotional Development 3 Social Relationships 3.3.C-E Cares for and responds to others. Demonstrates concern for someone who is sad or upset. Explains a reason why someone maybe be happy or sad. Tries to comfort and assure familiar children or adults.
Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)	Social and Emotional Development 1 Self Concept 1.1.G Expresses preference. Predicts how self and others might feel in a variety of situations and explains why. 1.3.G Identifies and manages feelings. Anticipates an emotional response that may result from a given situation.
Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)	Social Studies 21 Families and Communities 21.3.E,F Respects diversity. Asks questions about how others live, eat, play and breathe. Explains how individuals, families and cultures differ.
Work or play cooperatively with other children with some direction from adults. (3.4)	Social and Emotional Development 3 Social Relationships 3.2.C,D Cooperates. Helps or participates in an activity when asked. Plays cooperatively with others and begins to share.

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Resolve conflict with peers by following suggestions from an adult. (3.5)	Social and Emotional Development 3 Social Relationships 3.2.D,E Cooperates. Plays cooperatively with others and begins to share. Asks adults to help solve social problems. Seeks out opportunities to help others.
Show affection for adults that care for him/her on a regular basis. (3.6)	Social and Emotional Development 3 Social Relationships 3.3.C-E Cares for and responds to others. Demonstrates concern for someone who is sad or upset. Explains a reason why someone maybe be happy or sad. Tries to comfort and assure familiar children or adults.
Demonstrate interactions with a few adults who are less familiar. (3.7)	Social and Emotional Development 3 Social Relationships 3.1.C Builds positive relationships. Plays side-by-side with a new or familiar person.
Occasionally play with the same one or two children for a short time. (3.8)	Social and Emotional Development 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.
Describe one or two children as their friends. (3.9)	Social and Emotional Development 3 Social Relationships 3.1.F Builds positive relationships. Begins to describe friendships and other meaningful relationships.
Join in with a small group of children. (3.10)	Social and Emotional Development 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play.
Four-Year-Olds	

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Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	Social and Emotional Development 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. 3.3.F Cares for and responds to others. Identifies feelings of others and responds accordingly.
Express empathy and sympathy for others. (4.2)	Social and Emotional Development 3 Social Relationships 3.3.F,G Cares for and responds to others. Identifies feelings of others and responds accordingly. Shows empathy.
Demonstrate understanding of how one's words and actions affect others. (4.3)	Social and Emotional Development 1 Self Concept 1.1.G Expresses preference. Predicts how self and others might feel in a variety of situations and explains why. 1.3.G Identifies and manages feelings. Anticipates an emotional response that may result from a given situation.
Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)	Social Studies 21 Families and Communities 21.3.E,F Respects diversity. Asks questions about how others live, eat, play and breathe. Explains how individuals, families and cultures differ.
Play cooperatively with small group of peers for a sustained time. (4.5)	Social and Emotional Development 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.
Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)	Social and Emotional Development 3 Social Relationships 3.2.D,E Cooperates. Plays cooperatively with others and begins to share. Seeks out opportunities to help others.

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Resolve conflict with peers on their own sometimes. (4.7)	Social and Emotional Development 3 Social Relationships 3.2.E,F Cooperates. Seeks out opportunities to help others. Tries to solve own social problems. Suggests solutions to group problems or challenges.
Seek help from adults when in conflict with peer, if needed. (4.8)	Social and Emotional Development 3 Social Relationships 3.2.D Cooperates. Asks adults to help solve social problems.
Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem solving. (4.9)	Social and Emotional Development 3 Social Relationships 3.2.D Cooperates. Asks adults to help solve social problems. Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.
Develop and maintain positive relationships with peers. (4.10)	Social and Emotional Development 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.
SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY	
Standard SE 2: Develop positive self-identify and sense of belonging.	
Three-Year-Olds	

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Recognize self in terms of basic preferences, characteristics, and skills. (3.1)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.1.C,E Expresses preference. Expresses likes and dislikes. Describes preferences of self and others.</p> <p>1.3.D,F Identifies and manages feelings. Recognizes personal feelings. Identifies and explains personal feelings.</p> <p>Social Studies</p> <p>21 Families and Communities</p> <p>21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p>
Four-Year-Olds	
Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.1.C,E Expresses preference. Expresses likes and dislikes. Describes preferences of self and others.</p> <p>1.3.D,F Identifies and manages feelings. Recognizes personal feelings. Identifies and explains personal feelings.</p> <p>Social Studies</p> <p>21 Families and Communities</p> <p>21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p> <p>Language and Literacy</p> <p>8 Communication</p> <p>8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Three-Year-Olds	

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Demonstrate confidence in completing familiar tasks. (3.1)	Social and Emotional Development 1 Self Concept 1.2.C-E Takes responsibility. Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.
Actively explore the environment and begin to try new experiences. (3.2)	Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity. 25.2.B,C Observes and experiments. Uses senses to explore the environment. Investigates an object or group of objects in multiple ways.
Make choices between two or three options (e.g., chooses milk or juice). (3.3)	Social and Emotional Development 1 Self Concept 1.1.D Expresses preference. When given two to three options, chooses his/her most desired option.
Four-Year-Olds	
Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	Social and Emotional Development 1 Self Concept 1.2.C-E Takes responsibility. Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.

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Attempt new experiences with confidence. (4.2)	<p>Social and Emotional Development 1 Self Concept 1.2.C-E Takes responsibility. Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.</p> <p>Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity. 25.2.B,C Observes and experiments. Uses senses to explore the environment. Investigates an object or group of objects in multiple ways.</p>
Make choices or decisions from a range of options. (4.3)	<p>Social and Emotional Development 1 Self Concept 1.1.D Expresses preference. When given two to three options, chooses his/her most desired option.</p>
SUBDOMAIN: SELF-REGULATION	
Standard SE 4: Regulate own emotions and behavior.	
Three-Year-Olds	
Recognize and name basic emotions (happy, mad, sad) in self. (3.1)	<p>Social and Emotional Development 1 Self Concept 1.3.D-F Identifies and manages feelings. Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings.</p>

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Express own ideas, interests, and feelings through words or actions. (3.2)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.1.C Expresses preference. Expresses likes and dislikes. Negotiates to attain personal preference in a situation.</p> <p>1.3.D,E Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p> <p>Language and Literacy</p> <p>8 Communication</p> <p>8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
Four-Year-Olds	
Recognize and accurately label the feelings of self. (4.1)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.3.D-F Identifies and manages feelings. Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings.</p>
Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.1.C Expresses preference. Expresses likes and dislikes. Negotiates to attain personal preference in a situation.</p> <p>1.3.D,E Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p> <p>Language and Literacy</p> <p>8 Communication</p> <p>8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
Standard SE 5: Regulate attention, impulses, and behavior.	
Three-Year-Olds	

Louisiana Early Learning and Development Standards
(3 & 4 year-olds)

Developmental Continuum of the
Experience Early Learning Skills

With prompting and support, follow rules and routines. (3.1)	<u>Social and Emotional Development</u> 2 Self Direction 2.1.C Follows rules and routines. With prompting, follows rules and routines.
With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)	<u>Social and Emotional Development</u> 2 Self Direction 2.1.B,C Follows rules and routines. Cooperates during familiar routines and redirection. With prompting, follows rules and routines. 2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult.
Cooperate and begin to focus attention during teacher-guided and child- initiated activities. (3.3)	<u>Social and Emotional Development</u> 2 Self Direction 2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult.
With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)	<u>Social and Emotional Development</u> 2 Self Direction 2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult. <u>3 Social Relationships</u> 3.2.A,D Cooperates. Enjoys turn-taking games. Plays cooperatively with others and begins to share.
Four-Year-Olds	

Louisiana Early Learning and Development Standards
(3 & 4 year-olds)

Developmental Continuum of the
Experience Early Learning Skills

Follow rules and routines and adapt to changes in rules and routines. (4.1)	<p>Social and Emotional Development</p> <p>2 Self Direction</p> <p>2.1.C Follows rules and routines. With prompting, follows rules and routines.</p> <p>2.3.C-E Transitions and adapts. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers. Recognizes when their typical routine is not followed and identifies the change. With support, negotiates ways to handle non-routine transitions.</p>
Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	<p>Social and Emotional Development</p> <p>1 Self Concept</p> <p>1.3.D Identifies and manages feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p>
With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)	<p>Social and Emotional Development</p> <p>2 Self Direction</p> <p>2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>3 Social Relationships</p> <p>3.2.A,D Cooperates. Enjoys turn-taking games. Plays cooperatively with others and begins to share.</p>



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.									
	Infant	Toddler	Preschool	Pre - Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
	1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
	1.3 Identifies and manages feelings	Colns with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
	2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for at least forty-five minutes even if there are distractions.	
	2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Adapts to new situations quickly and with minimal stress.	
3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.
	3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfils personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.
	3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.
4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.
	4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.
5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
	5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger [pincher grasp].	Purposely grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools. Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.	
6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.
	6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.
	6.3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.

Individual children develop at a unique pace.										
	Infant	Toddler	Preschool	Pre - Primary	Primary					
Language and Literacy	Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
	A 7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
		7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
	8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
		8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks clearly. Makes nouns plural by adding /s/. Uses verb tense to express past, present and future.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
		10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
	11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.	
	12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
		12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
	13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or pointing when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, self- and word connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
	14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.	
		14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.
Second Language Acquisition										
Second Language Acquisition	Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency			
	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.			
		34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.			
	35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.			
	36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.			

Individual children develop at a unique pace.										
Infant Toddler Preschool Pre - Primary Primary										
	Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rate counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.	
	16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.	
17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are upside down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.	
	17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify location of objects or places.	
18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as pat-a-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.	
	18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.	
19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.	
	19.2 Compares and arranges	Picks up and puts down objects. Demonstrates an understanding of more, none and one.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, family stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.	
	22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.	
23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landmarks and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.	
	23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.	
24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.	

Individual children develop at a unique pace.										
		Infant	Toddler	Preschool	Pre - Primary	Primary				
	Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.
		25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.
	26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.
Creative Development	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (amps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notices changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a family are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
	32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.
33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.	
	33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.	

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