



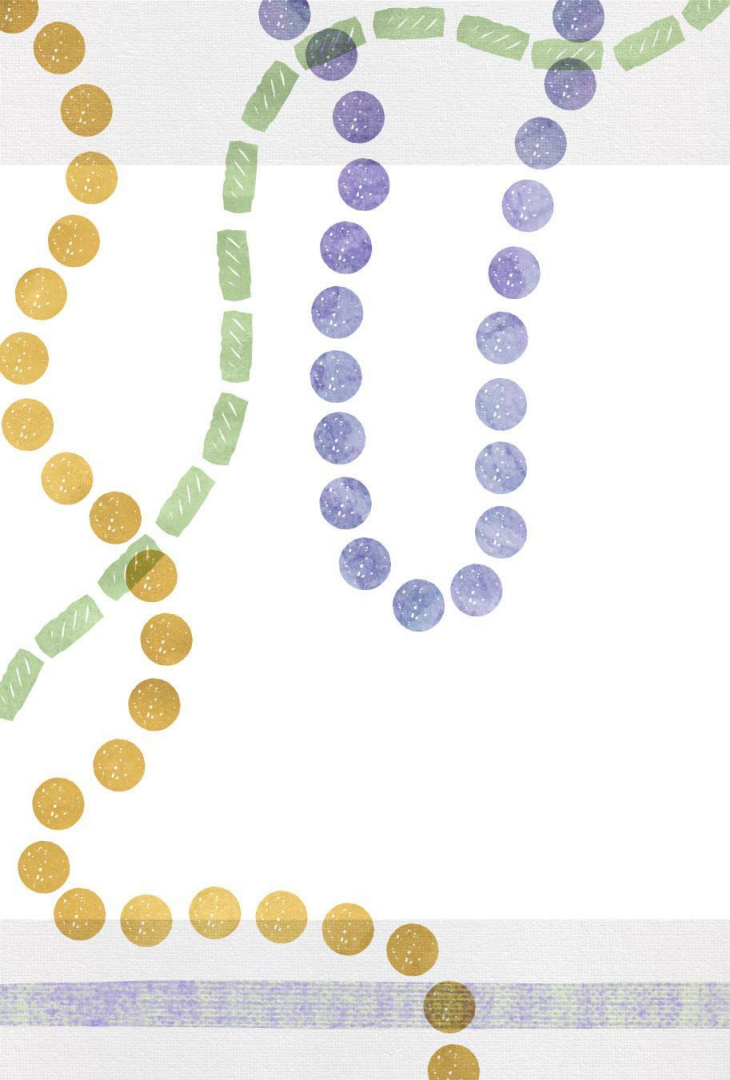
Early Learning and Development Standards Review

March 30, 2022

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of February 22, 2022
- IV. Consideration of Louisiana's Early Learning and Development Standards Revisions
- V. Adjournment





Welcome!



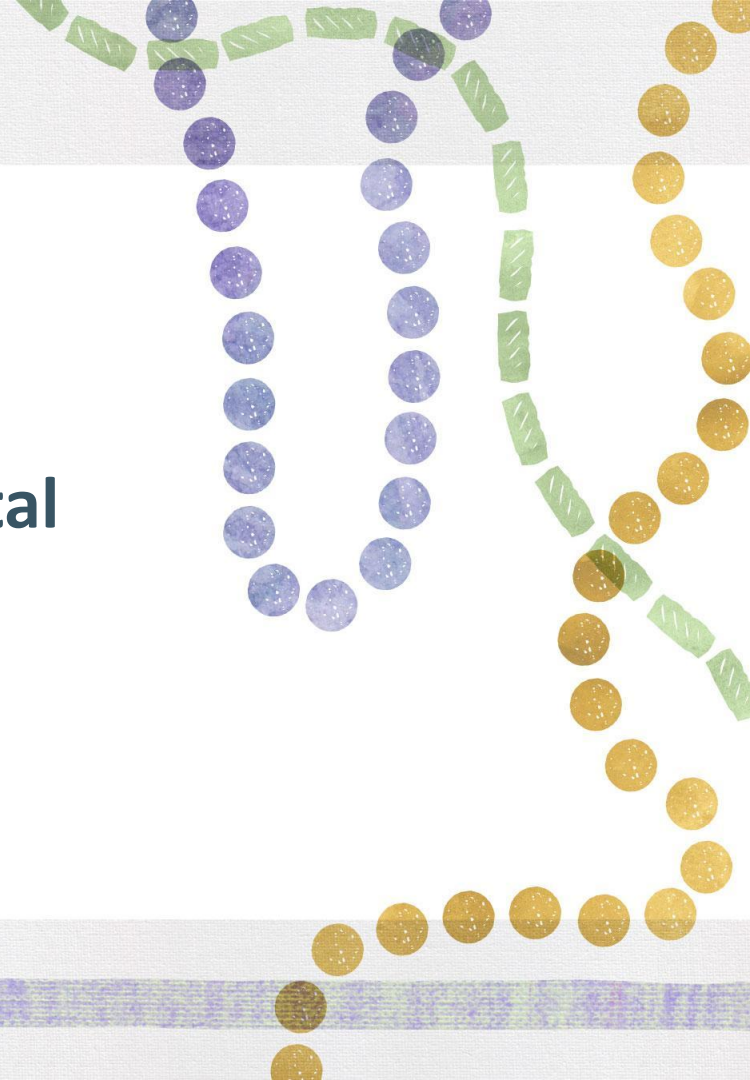
Standards Revision and Endorsement Process

Review of ELDS Revision Goals

Students enter kindergarten ready is one of the critical goals of the Louisiana Department of Education.

1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards and indicators to make the resource more navigable and user-friendly.
4. Embed commonly used assessments with intentionality to **increase alignment**.
5. **Update the resources** to reflect current research and the Department's initiatives.

Early Learning and Developmental Standards Revisions



Depicting the Age Continuum

The five age levels were selected because they represent developmentally significant periods in a young child's life, however, it is important to note that young children's development is often uneven and progresses at different rates.

EARLY LEARNING AND DEVELOPMENT STANDARDS AGE RANGES



0-11 MONTHS
(INFANTS)



9-18 MONTHS
(YOUNG TODDLERS)



16-36 MONTHS
(OLDER TODDLERS)



36-48 MONTHS
(3 YEAR OLDS)



48-60 MONTHS
(4 YEAR OLDS)

Organization

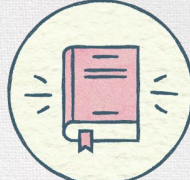
These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development.



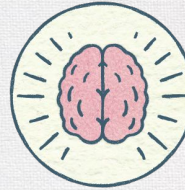
APPROACHES TO LEARNING



SOCIAL-EMOTIONAL DEVELOPMENT



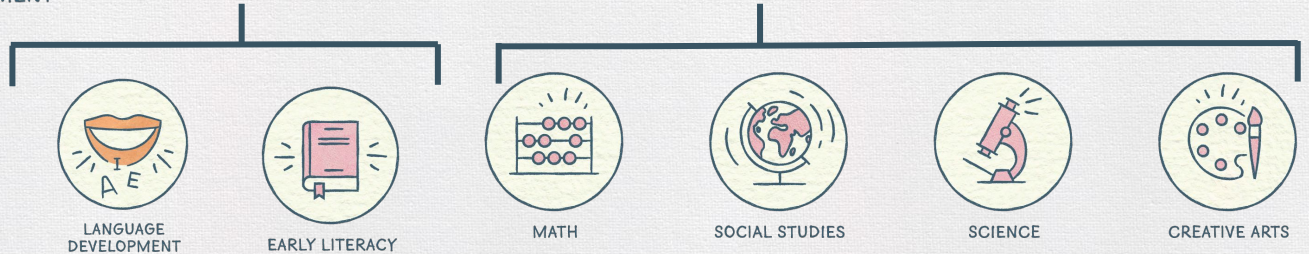
LANGUAGE & EARLY LITERACY DEVELOPMENT



COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE



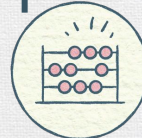
PHYSICAL WELL-BEING & MOTOR DEVELOPMENT



LANGUAGE DEVELOPMENT



EARLY LITERACY



MATH



SOCIAL STUDIES



SCIENCE



CREATIVE ARTS



Approaches to Learning

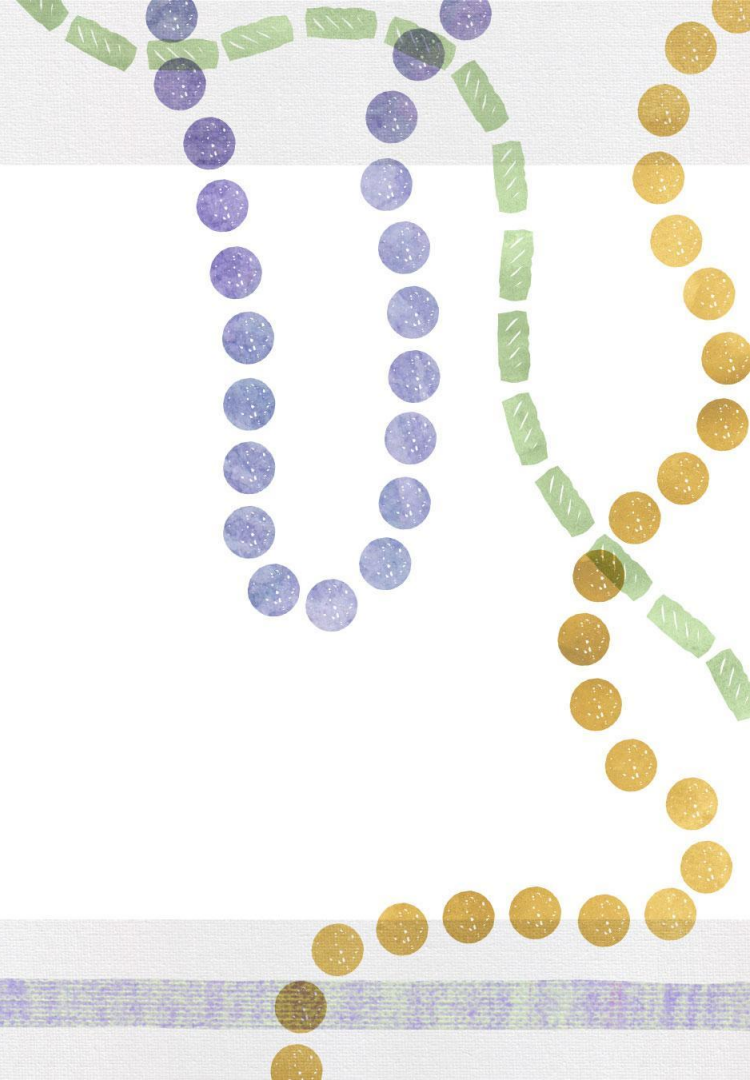
Approaches to Learning Standards

Topic	Standard
Initiative & Curiosity	Children engage in multiple and varied play-based learning experiences.
Attention, Engagement, & Persistence	Children engage in activities and tasks with attention, focus, and persistence.
Problem Solving	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.



APPROACHES
TO LEARNING

Social-Emotional Development

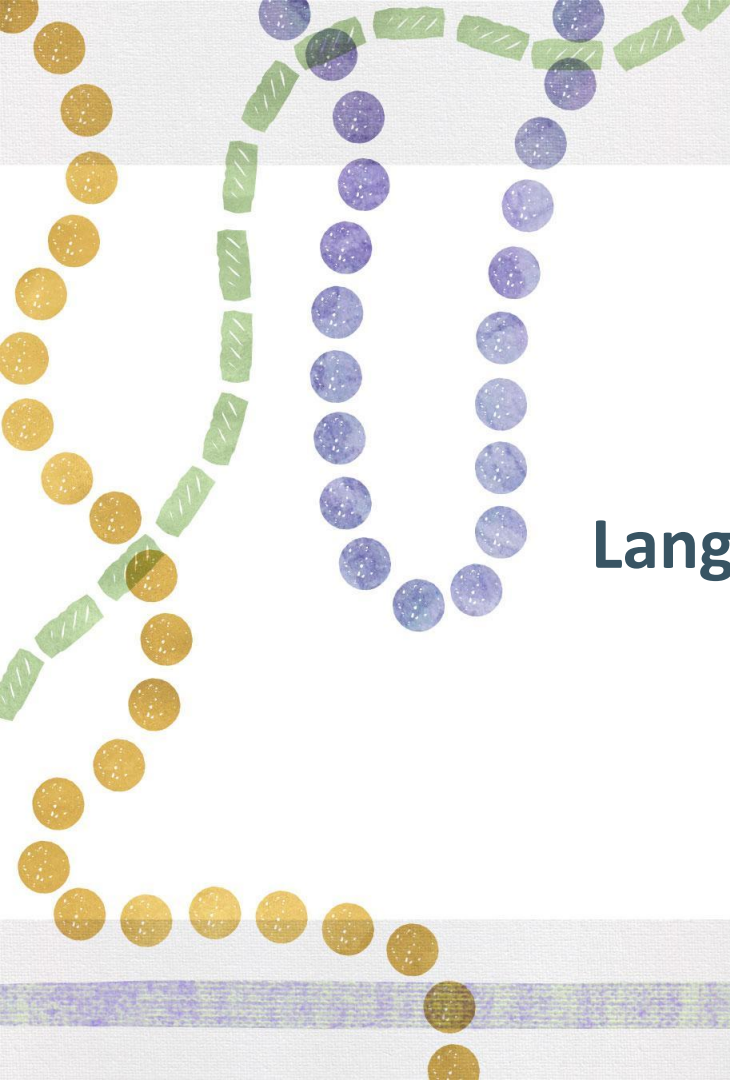


Social and Emotional Development Standards

Topic	Standard
Relationships with Adults	Children engage in and maintain positive relationships and interactions with adults.
Relationships with Children	Children engage in and maintain positive relationships and interactions with other children.
Self-Confidence	Children recognize themselves as unique individuals and express confidence in their own abilities.
Emotion Regulation	Children regulate their emotions and behavior and respond to the emotions of others.



SOCIAL-EMOTIONAL
DEVELOPMENT



Language and Early Literacy Development

Topic	Standard
Receptive Communication	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
Expressive Communication	Children communicate to express self.
Social & Conversational Rules	Children use social and conversational rules when communicating with others.



LANGUAGE DEVELOPMENT

Topic	Standard
Phonological Awareness	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
Alphabet Awareness	Children recognize and identify letters and make letter-sound connections.
Print Concepts	Children demonstrate knowledge of books and how print conveys meaning.
Comprehension	Children show interest in and gain understanding from a variety of early literacy experiences.
Emergent Writing	Children write and draw to express their ideas, using some letters and print conventions.



EARLY LITERACY

Early Literacy: Phonological Awareness

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

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
	Demonstrate interest in familiar rhymes and songs.	Sing songs and say or repeat familiar rhymes.	Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	Identify and produce rhyming words.
		Sing songs with multiple words that start with the same initial sound.	Shows awareness that some words start with the same initial sound.	Identify the initial sound in a spoken word with guidance and support.
			Combine a sequence of isolated syllables to produce words with guidance and support.	Combine a sequence of isolated syllables to produce words. Combine a sequence of isolated sounds to produce words with guidance and support.
			Segment spoken sentences into individual words with guidance and support.	Segment spoken sentences into individual words.
			Identify syllables in words with guidance and support.	Identify syllables in words.

Early Literacy: Alphabet Awareness

Standard 2: Children recognize and identify letters and make letter-sound connections.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
		Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.
			Identify the sound for a few recognized letters.	Identify or produce the sound of many recognized letters.
				Recognize their own name and some common words in print.

Early Literacy: Print Concepts

Standard 3: Children demonstrate knowledge of books and how print conveys meaning.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
		Recognize some familiar symbols and logos in the environment.	Recognize and name familiar symbols and logos in the environment (environmental print).	Recognize and name pictures, symbols, and logos in the environment (environmental print).
		Recognize that print, symbols, and pictures have meaning.	Distinguish print from pictures and show awareness that print communicates meaning.	Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.
Explore books by touch (e.g., patting and/or chewing on board books).	Hold books, look at pictures, and help turn some pages.	Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	Hold a book right side up and turn most pages one by one from the front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page, and how to progress across and down a page). Describe the role of the author and illustrator of a text.
Demonstrate interest in books by reaching for books and exploring books through touch.	Request to have books read to them.	Self-select familiar books and engage in shared reading.	Share self-selected familiar books and engage in pretend reading with others.	Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

Early Literacy: Comprehension

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

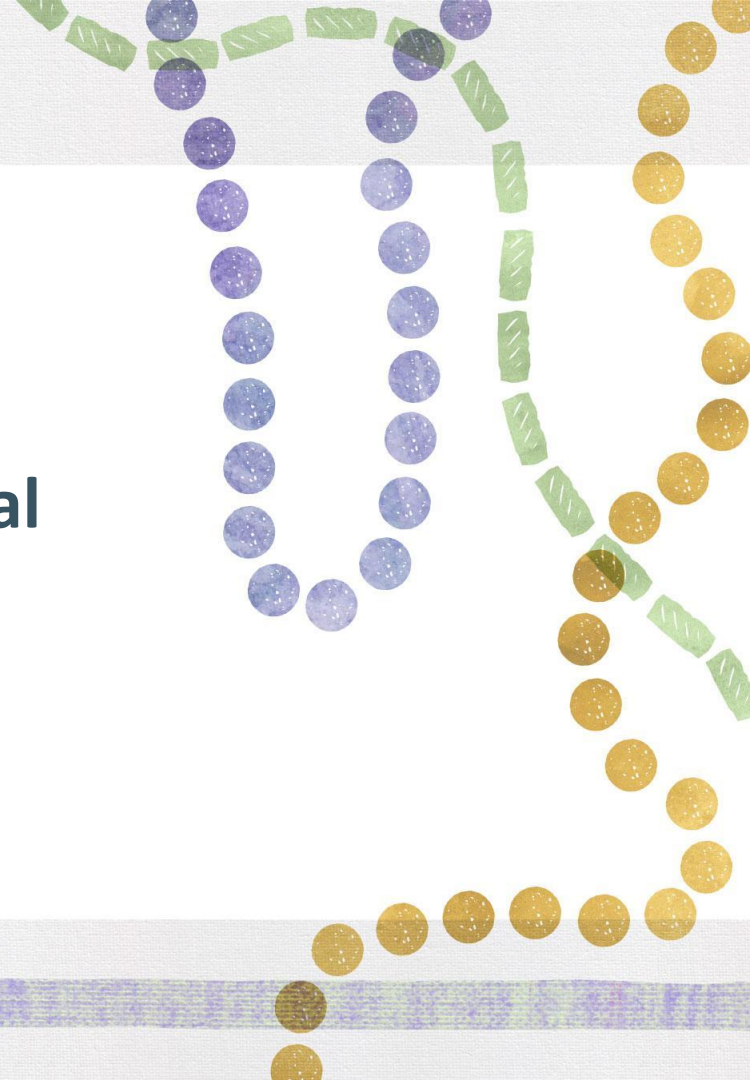
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
			Tell make-believe or real-life stories, sometimes in random sequence.	Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
		Recite some words of a familiar book when read to (especially from books with repeating text).	Retell familiar stories using pictures or props as prompts.	Describe some key details from familiar stories, such as characters, setting, and/or major events.
		Ask or answer simple questions about a familiar story or book, including informational text.	Ask or answer questions about key details in a familiar story, informational book, or other text.	Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.
			Share their own thoughts and reactions to a story or text.	Analyze and reason about stories and other text with guidance and support during shared reading experiences.
			Explore a variety of literacy genres, including stories/make believe, informational text or poetry.	Distinguish between stories/make believe, information text, and poetry.

Early Literacy: Emergent Writing

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

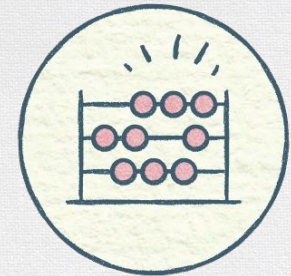
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
		Draw or scribble with a purpose during play or other activities.	Show emerging awareness that writing can be used for a variety of purposes.	Use writing for a variety of purposes to convey meaning.
	Make marks or scribbles using a variety of media.	Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.	Write some letters of meaningful words such as their name, using letters and letter-like forms.
				Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions, such as moving from left to right when writing letters or letter-like forms or leaving space between some groups of letters.
		Draw a picture and describe what it represents	Dictate ideas for someone to write down. Use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas. Discuss or answer questions about their writing and drawings.	Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources, such as labels, anchor charts, etc., to support writing.

Cognitive Development & General Knowledge



Mathematics Standards

Topic	Standard
Knowledge of Numbers	Children demonstrate knowledge of numbers & the relationships between numbers & quantities.
Patterns and Operations	Children demonstrate knowledge of patterns and operations.
Measurement	Children measure objects by their various attributes and use differences in attributes to make comparisons.
Shapes & Spatial Relationships	Children identify shapes and their properties, and describe the positions of objects in space.



MATH

Science

Topic	Standard
Scientific Inquiry	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.



SCIENCE

Social Studies Standards

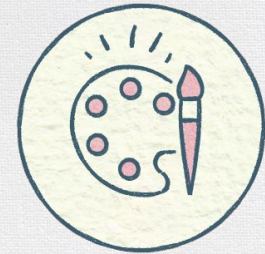
Topic	Standard
Time & Place	Children demonstrate an awareness of time (past, present, and future) and place within the community.
Cultural Awareness	Children demonstrate an awareness of culture as it relates to self, family, and community.



SOCIAL STUDIES

Creative Arts Standards

Topic	Standard
Music & Movement	Children engage in multiple and varied music and movement experiences.
Visual Arts	Children engage in multiple and varied visual arts experiences.
Dramatic Play	Children engage in multiple and varied forms of dramatic play.



CREATIVE ARTS

Creative Arts: Music and Movement

Standard 1: Children engage in multiple and varied music and movement experiences.

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.	Move body in response to the beat and tempo of music and/or rhythmic sounds.	Move body to imitate the beat and tempo of music.	Move body with creativity to imitate the beat and tempo of music of different genres.	Express thoughts and feelings through dance and movement with increasing spatial awareness.
Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.	Imitate sounds and/or music using their bodies and/or small instruments.	Imitate sounds and/or music using their bodies, instruments, and/or voice.	Create music using their bodies, instruments, and/or voice.	Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.

Creative Arts: Visual Arts

Standard 2: Children engage in multiple and varied visual arts experiences.

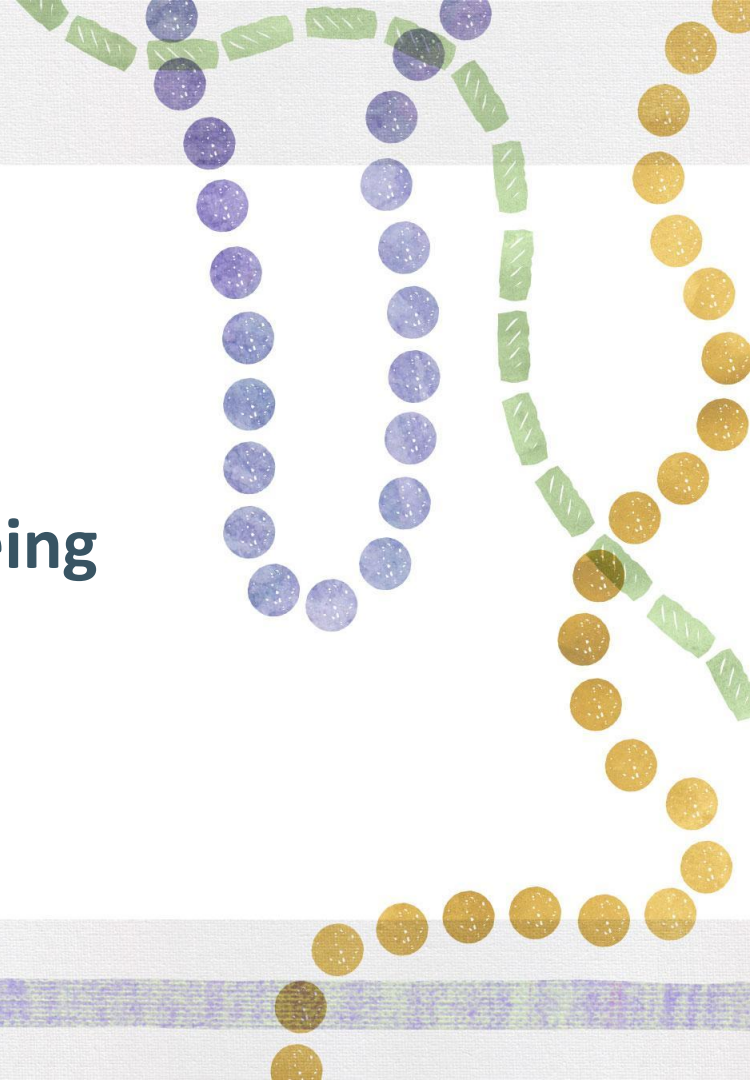
Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Attend to visual stimuli (e.g., objects with contrasting colors; textured prints)	Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.	Observe and respond to visual art by communicating a preference.	Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.	Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).
	Explore a variety of materials to create visual art.	Explore a variety of materials and tools to create visual art.	Explore a variety of materials, tools, and techniques to create artistic works.	Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.

Creative Arts: Dramatic Play

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

Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three Year Olds (36 - 48 months)	Four Year Olds (48 – 60 months)
Imitate behaviors, such as sounds, facial expressions, and gestures, of others.	Role-play familiar behaviors during play (e.g., rock baby doll; talk on phone).	Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).	Engage in dramatic play that includes both real-life and fantasy experiences.	Participate in dramatic play to express thoughts, feelings and creativity.
Respond to volume in tones and inflection.	Experiment with voice inflection during play.	Imitate and repeat voice inflections, such as character or animal sounds.	Create various voice inflections and facial expressions in play.	Represent a character by using voice inflections and facial expressions.
		Use props and pretend to be someone other than themselves.	Engage in play experiences that involve roles with the use of props and costumes.	Engage in a variety of play experiences that include elements of drama (e.g., roles; dialogue; props).

Physical Development and Well-Being



Physical Development and Well-being Standards

Topic	Standard
Gross Motor	Children demonstrate large muscle control and coordination.
Fine Motor	Children demonstrate small muscle control and coordination.
Healthy Behaviors	Children will demonstrate healthy and safe behaviors.



PHYSICAL WELL-BEING
& MOTOR DEVELOPMENT



Committee Feedback of the Revised Early Learning & Development Standards

General Timeline for Completing the Standards

February 22 - March 18, 2022	Committee Members provide asynchronous feedback on work group recommendations.
March 30, 2022	Full Group Meeting Committee Members endorse revised standards.
April 2022	Public Comment/Feedback Process
April/May 2022	Revisions completed by LDOE
Spring 2022	Document designed
May 2022	ECCE Advisory Council, Bulletin 136 Revisions
June 2022	BESE, Bulletin 136 Revision
Fall 2022	ELDS roll out