

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

**Louisiana's Birth to Five ELDS
(2013)**

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Approaches to Learning: AL 1</i>	
	Subdomain: Initiative and Curiosity	
	Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
Infants (Birth to 11 months)	Show interest in body parts (e.g., fingers, toes). (0.1)	J. Fine-motor skills FF. Knowledge of self and others
	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)	BB. Observing and classifying
	Select a particular material, toy or place to explore on their own. (0.3)	A. Initiative and planning
	Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)	K. Personal care and healthy behavior
Young Toddlers (9–18 months)	Show curiosity and interest in actively exploring the environment. (1.1)	A. Initiative and planning
	Express choices and preferences. (1.2)	A. Initiative and planning
	Try to help with simple tasks and activities. (1.3)	G. Community K. Personal care and healthy behavior
Older Toddlers (16–36 months)	Show curiosity and interest in daily experiences and activities. (2.1)	A. Initiative and planning
	Demonstrate a willingness to try new activities and experiences. (2.2)	A. Initiative and planning
	Actively explore the environment. (2.3)	A. Initiative and planning
	Demonstrate increasing interest and independence in completing simple tasks.(2.4)	A. Initiative and planning K. Personal care and healthy behavior
Three-Year-Olds (36–48 months)	Demonstrate eagerness to learn through play and exploring the environment. (3.1)	A. Initiative and planning
	Complete a range of simple tasks on their own. (3.2)	A. Initiative and planning

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COR Advantage Items

	Approaches to Learning: AL 1, CONT	
	Subdomain: Initiative and Curiosity, CONT	
Four-Year-Olds (48–60 months)	Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)	A. Initiative and planning
	Choose a multi-step task and complete it on their own. (4.2)	A. Initiative and planning
	Subdomain: Attention, Engagement, and Persistence	
	Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
Infants (Birth to 11 months)	Focus attention on people around him/her. (0.1)	A. Initiative and planning E. Building relationships with adults
	Attend briefly to different people, sights and sounds in the environment. (0.2)	A. Initiative and planning
	Try to make things happen. (0.3)	B. Problem solving with materials
Young Toddlers (9–18 months)	Interact with people, objects or activities for short periods of time. (1.1)	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	Show interest in activities, people and the environment for a short period of time. (1.2)	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	Show pleasure in completing simple tasks. (1.3)	A. Initiative and planning D. Emotions

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COR Advantage Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Attention, Engagement, and Persistence, CONT	
Older Toddlers (16–36 months)	Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)	A. Initiative and planning
	Maintain attention to complete a short, simple task with adult support. (2.2)	A. Initiative and planning
	Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)	A. Initiative and planning
Three-Year-Olds (36–48 months)	Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)	A. Initiative and planning
	Maintain focus on a complex activity with adult support. (3.2)	A. Initiative and planning B. Problem solving with materials
	With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)	A. Initiative and planning
Four-Year-Olds (48–60 months)	Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)	A. Initiative and planning
	Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)	A. Initiative and planning
	Plan and complete tasks and activities. (4.3)	A. Initiative and planning

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	<i>Approaches to Learning: AL 1, CONT</i>	
	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.	
Infants (Birth to 11 months)	Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1)	CC. Experimenting, predicting, and drawing conclusions
	Interact with a toy or object in more than one way. (0.2)	B. Problem solving with materials
	Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)	B. Problem solving with materials
	Play with a variety of objects and notice similar and different outcomes. (0.4)	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Look to adult for assistance (e.g., may vocalize to get adult’s attention). (0.5)	B. Problem solving with materials
Young Toddlers (9–18 months)	Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)	CC. Experimenting, predicting, and drawing conclusions
	Observe others’ actions with objects and materials to learn strategies for interaction. (1.2)	AA. Pretend play
	Solve familiar problems or tasks. (1.3)	B. Problem solving with materials
	Use trial and error to solve a new problem or unfamiliar task. (1.4)	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Use gestures and simple language when help is needed. (1.5)	B. Problem solving with materials
Older Toddlers (16–36 months)	Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)	CC. Experimenting, predicting, and drawing conclusions
	Repeat behaviors to produce desired effect. (2.2)	CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
Young Toddlers (9–18 months) cont.	Observe and imitate others’ when trying to carry out new tasks or actions. (2.3)	AA. Pretend play
	Apply new action or strategy to solve problem. (2.4)	B. Problem solving with materials
	Use trial and error to solve more complex tasks or problems. (2.5)	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Ask others for help if needed. (2.6)	B. Problem solving with materials
	Use language when asking for help from adults or peers. (2.7)	B. Problem solving with materials
Older Toddlers (16–36 months)	Experiment to see if the same actions have similar effects on different objects. (3.1)	CC. Experimenting, predicting, and drawing conclusions
	Remember and apply previously learned information to a familiar object, task or situation. (3.2)	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)	B. Problem solving with materials
	Ask adults for help on tasks, if needed. (3.4)	B. Problem solving with materials
Four-Year-Olds (48–60 months)	Identify and understand cause and effect relationships. (4.1)	CC. Experimenting, predicting, and drawing conclusions
	Apply prior knowledge and experiences to learn new skills during play. (4.2)	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	B. Problem solving with materials
	Make specific request for help from both peers and adults as needed. (4.4)	B. Problem solving with materials

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COR Advantage Items

	Approaches to Learning: AL 1, CONT	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
	Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
Infants (Birth to 11 months)	Try a new action with a familiar object when interacting with others. (0.1)	CC. Experimenting, predicting, and drawing conclusions
	Manipulate objects in order to explore them. (0.2)	CC. Experimenting, predicting, and drawing conclusions
Young Toddlers (9–18 months)	Use familiar objects in new and unexpected ways. (1.1)	CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Use objects, art materials and toys in new and unexpected ways. (2.1)	CC. Experimenting, predicting, and drawing conclusions
	Ask what, how, and why questions to seek information. (2.2)	CC. Experimenting, predicting, and drawing conclusions
Three-Year-Olds (36–48 months)	Express unique ideas in both language and use of objects in a variety of situations. (3.1)	A. Initiative and planning AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
	Ask more complex questions for clarification and to seek meaningful information. (3.2)	M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
Four-Year-Olds (48–60 months)	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)	M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

	Cognitive Domain	
	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.	
Infants (Birth to 11 months)	Show interest and respond to different voices and sounds. (0.1)	L. Speaking M. Listening and comprehension
	Listen and respond to music by moving their bodies. (0.2)	Y. Music Z. Movement
Young Toddlers (9–18 months)	Imitate sounds and movements to favorite songs or music. (1.1)	Y. Music
	Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)	CC. Experimenting, predicting, and drawing conclusions
	Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)	Z. Movement
Older Toddlers (16–36 months)	Move and dance to favorite songs and music. (2.1)	Z. Movement
	Participate in familiar songs and finger plays. (2.2)	Y. Music
	Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)	Y. Music Z. Movement
	Move their bodies creatively. (2.5)	Z. Movement
	Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)	Y. Music

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COR Advantage Items

	Cognitive Domain, CONT	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 1: CONT	
Three-Year-Olds (36–48 months)	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)	Z. Movement
	Participate in songs and finger plays. (3.2)	Y. Music
	Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)	Z. Movement
	Use instruments, props, and body to respond creatively to music. (3.6)	Z. Movement
Four-Year-Olds (48–60 months)	Express thoughts and feelings through movement and musical activities. (4.1)	Z. Movement
	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	Y. Music
	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	Z. Movement
	Use instruments, props, and body creatively to express self through music and movement. (4.5)	Z. Movement
	Subdomain: Creative Thinking and Expression (CC)	
	Standard CC 2: Develop an appreciation for visual arts from different cultures and create various forms of visual arts.	
Infants (Birth to 11 months)	Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)	X. Art

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 2: CONT	
Young Toddlers (9–18 months)	Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)	X. Art
	Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)	X. Art
Older Toddlers (16–36 months)	Choose to participate in various forms of art activities. (2.1)	X. Art
	Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)	X. Art
	Use a variety of tools and materials to create art. (2.3)	X. Art
Three-Year-Olds (36–48 months)	Describe general features (color, size, objects included) of a piece of art work. (3.2)	X. Art
	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)	X. Art
Four-Year-Olds (48–60 months)	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	X. Art
	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	X. Art

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 3: Explore roles and experiences through dramatic art and play.	
Infants (Birth to 11 months)	Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1)	AA. Pretend play
	Explore toys and other objects. (0.2)	AA. Pretend play
	Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)	AA. Pretend play
Young Toddlers (9–18 months)	Use one object to represent another object. (1.1)	AA. Pretend play
	Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)	AA. Pretend play
Older Toddlers (16–36 months)	Observe and/or engage in short dramatic performances with adult support. (2.1)	AA. Pretend play
	Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)	AA. Pretend play
	Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)	AA. Pretend play
	Use one object to represent another object. (2.4)	AA. Pretend play
Three-Year-Olds (36–48 months)	With prompting and support, role play or use puppets to act out stories. (3.2)	AA. Pretend play
	Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)	AA. Pretend play
	Use one object to represent another object. (3.4)	AA. Pretend play

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COR Advantage Items

	Cognitive Domain, CONT	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 3: CONT	
Four-Year-Olds (48–60 months)	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)	AA. Pretend play
	Role play or use puppets to act out stories or play a character. (4.2)	AA. Pretend play
	Represent fantasy and real-life experiences through pretend play. (4.3)	AA. Pretend play
	Use objects to represent other objects. (4.4)	AA. Pretend play
	Subdomain: Mathematics (CM)	
	Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
Infants (Birth to 11 months)	Respond to adult question of whether or not they want more. (0.2)	K. Personal care and healthy behavior S. Number and counting
Young Toddlers (9–18 months)	Participate in simple counting activities. (1.1)	S. Number and counting
	Understand the concepts of “more” and “all.” (1.2)	S. Number and counting
Older Toddlers (16–36 months)	Recite the number list to count to 6. (2.1)	S. Number and counting
	Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)	S. Number and counting
	Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)	S. Number and counting
	With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)	S. Number and counting
	Identify one or two written numerals when named. (2.6)	S. Number and counting

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 1: CONT	
Older Toddlers (16–36 months) CONT	Can match one or two written numerals with the correct amount of objects. (2.7)	S. Number and counting
	Understand the concepts of “more,” “all” or “none”. (2.8)	S. Number and counting
	Visually compare two sets of objects and identify which set has more. (2.9)	S. Number and counting
Three-Year-Olds (36–48 months)	Verbally count by ones to 10. (3.1)	S. Number and counting
	Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)	S. Number and counting
	Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)	S. Number and counting
	Identify some written numerals but not in sequence. (3.5)	S. Number and counting
	With prompting and support, match four or five numerals with the correct number of objects. (3.6)	S. Number and counting
	Count two sets of objects and identify which set has more/less/fewer. (3.7)	S. Number and counting
Four-Year-Olds (48–60 months)	Verbally count by ones to 20. (4.1)	S. Number and counting
	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	S. Number and counting
	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	S. Number and counting
	Identify written numerals 0-10 in the everyday environment. (4.5)	S. Number and counting
	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)	S. Number and counting

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	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 2: Understand basic patterns, concepts, and operations.	
Four-Year-Olds (48–60 months) CONT	Compare sets of objects using same/different and more/less/fewer. (4.7)	S. Number and counting
Infants (Birth to 11 months)	Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)	<i>No match found</i>
Young Toddlers (9–18 months)	Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)	BB. Observing and classifying
	Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)	BB. Observing and classifying
	Participate in activities that combine and separate groups/sets of objects. (1.5)	V. Patterns
Older Toddlers (16–36 months)	Copy simple movement or rhythmic patterns. (2.2)	V. Patterns
	Group/sort 3 to 4 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) with little assistance. (2.3)	BB. Observing and classifying
	Participate in activities that combine and separate groups/sets of objects. (2.4)	V. Patterns
	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). (2.5)	S. Number and counting Y. Music
	Participate in simple story problems created with objects and/or manipulatives. (2.6)	S. Number and counting

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 2: Understand basic patterns, concepts, and operations.	
Three-Year-Olds (36–48 months)	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)	V. 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)	BB. Observing and classifying
	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)	S. Number and counting
	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)	S. Number and counting Y. Music
	Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)	S. Number and counting
Four-Year-Olds (48–60 months)	Recognize, copy, and extend patterns. (4.1)	V. Patterns
	Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	BB. Observing and classifying
	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)	S. Number and counting
	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)	S. Number and counting

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	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
Infants (Birth to 11 months)	Play with toys and other objects of different sizes and weights. (0.1)	U. Measurement
Young Toddlers (9–18 months)	With adult support, notice differences in the size of objects. (1.1)	U. Measurement
	Participate in activities that compare the size and weight of objects. (1.2)	U. Measurement
Older Toddlers (16–36 months)	Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)	U. Measurement
	Manipulate, handle, and use a variety of measurement tools in play. (2.2)	U. Measurement EE. Tools and technology
	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)	U. Measurement
Three-Year-Olds (36–48 months)	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)	U. Measurement
	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)	U. Measurement
	Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)	U. Measurement
	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)	U. Measurement

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	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 3: CONT	
Four-Year-Olds (48–60 months)	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	U. Measurement
	Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	U. Measurement EE. Tools and technology
	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)	U. Measurement
	Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
Infants (Birth to 11 months)	Explore various shapes. (0.1)	T. Geometry: Shapes and spatial awareness
	Move their body in space and observe people and objects as they move through space. (0.2)	I. Gross-motor skills T. Geometry: Shapes and spatial awareness
Young Toddlers (9–18 months)	Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)	B. Problem solving with materials T. Geometry: Shapes and spatial awareness
	Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)	T. Geometry: Shapes and spatial awareness
Older Toddlers (16–36 months)	Recognize at least two basic shapes. (2.1)	T. Geometry: Shapes and spatial awareness
	Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)	T. Geometry: Shapes and spatial awareness
	Participate in creating simple shapes using objects or other materials. (2.4)	T. Geometry: Shapes and spatial awareness
	Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between). (2.5)	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Mathematics (CM), CONT		
Standard CM 4: CONT		
Three-Year-Olds (36–48 months)	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)	T. Geometry: Shapes and spatial awareness
	With prompting and support, name the attributes of two shapes. (3.2)	T. Geometry: Shapes and spatial awareness
	Create, simple shapes using objects or other materials. (3.3)	T. Geometry: Shapes and spatial awareness
	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)	T. Geometry: Shapes and spatial awareness X. Art
	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)	T. Geometry: Shapes and spatial awareness
Four-Year-Olds (48–60 months)	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)	T. Geometry: Shapes and spatial awareness
	Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)	T. Geometry: Shapes and spatial awareness
	Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)	T. Geometry: Shapes and spatial awareness
	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)	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	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).	
Infants (Birth to 11 months)	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)	BB. Observing and classifying
	Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)	CC. Experimenting, predicting, and drawing conclusions
	Occasionally use simple problem-solving strategies to explore objects. (0.3)	B. Problem solving with materials
	Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)	DD. Natural and physical world
Young Toddlers (9–18 months)	Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)	BB. Observing and classifying
	Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)	CC. Experimenting, predicting, and drawing conclusions
	Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)	CC. Experimenting, predicting, and drawing conclusions
	Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4)	B. Problem solving with materials
	Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)	DD. Natural and physical world
	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)	CC. Experimenting, predicting, and drawing conclusions

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 1: CONT	
Young Toddlers (9–18 months) CONT	Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Older Toddlers (16–36 months)	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)	BB. Observing and classifying
	Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)	DD. Natural and physical world
	Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)	EE. Tools and technology
	Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)	CC. Experimenting, predicting, and drawing conclusions
	Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)	B. Problem solving with materials
	Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)	CC. Experimenting, predicting, and drawing conclusions
	Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Three-Year-Olds (36–48 months)	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)	BB. Observing and classifying
	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)	BB. Observing and classifying DD. Natural and physical world

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 1: CONT	
Three-Year-Olds (36–48 months) CONT	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)	EE. Tools and technology
	Show an understanding of cause and effect relationships that are observed immediately. (3.4)	CC. Experimenting, predicting, and drawing conclusions
	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)	CC. Experimenting, predicting, and drawing conclusions
	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Participate in simple scientific investigations. (3.7)	CC. Experimenting, predicting, and drawing conclusions
	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
Four-Year-Olds (48–60 months)	Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	BB. Observing and classifying
	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	EE. Tools and technology
	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)	CC. Experimenting, predicting, and drawing conclusions

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Four-Year-Olds (48–60 months) CONT	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)	CC. Experimenting, predicting, and drawing conclusions
	Conduct simple scientific experiments. (4.5)	CC. Experimenting, predicting, and drawing conclusions
	Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)	W. Data analysis
Infants (Birth to 11 months)	Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Show interest and curiosity in objects. (0.2)	BB. Observing and classifying
Young Toddlers (9–18 months)	Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)	CC. Experimenting, predicting, and drawing conclusions
	Watch how balls, toys and other objects move. (1.3)	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Older Toddlers (16–36 months) CONT	Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)	CC. Experimenting, predicting, and drawing conclusions
	Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
	With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)	CC. Experimenting, predicting, and drawing conclusions
	Explore different ways balls, toys and other objects move. (2.5)	CC. Experimenting, predicting, and drawing conclusions
Three-Year-Olds (36–48 months)	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)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)	EE. Tools and technology
	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)	CC. Experimenting, predicting, and drawing conclusions
	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)	CC. Experimenting, predicting, and drawing conclusions

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Four-Year-Olds (48–60 months)	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)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	EE. Tools and technology
	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	CC. Experimenting, predicting, and drawing conclusions
	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)	CC. Experimenting, predicting, and drawing conclusions
	Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
Infants (Birth to 11 months)	Show interest and curiosity in plants and living creatures. (0.1)	DD. Natural and physical world
	Look at and explore different parts of human body and living creatures. (0.2)	DD. Natural and physical world
Young Toddlers (9–18 months)	Explore the characteristics of living creatures (e.g., touches caregiver’s face, looks intently at a leaf, or grabs the cat’s tail). (1.1)	DD. Natural and physical world
	Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)	BB. Observing and classifying DD. Natural and physical world
	Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)	DD. Natural and physical world
	Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)	BB. Observing and classifying DD. Natural and physical world

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 3: CONT	
Young Toddlers (9–18 months) CONT	Show where common parts of an animal or human are when named by adult (e.g., point to the dog’s ear, show me your foot). (1.5)	K. Personal care and healthy behavior
Older Toddlers (16–36 months)	With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)	DD. Natural and physical world
	Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)	BB. Observing and classifying
	Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)	DD. Natural and physical world
	Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)	DD. Natural and physical world
	Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)	K. Personal care and healthy behavior DD. Natural and physical world
Three-Year-Olds (36–48 months)	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)	DD. Natural and physical world
	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)	BB. Observing and classifying
	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)	DD. Natural and physical world
	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)	DD. Natural and physical world
	Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)	K. Personal care and healthy behavior DD. Natural and physical world

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 3: CONT	
Four-Year-Olds (48–60 months)	Explore, observe, and describe a variety of living creatures and plants. (4.1)	DD. Natural and physical world
	Classify living creatures and plants into categories according to at least one characteristic. (4.2)	BB. Observing and classifying
	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)	DD. Natural and physical world
	Describe plants’ and living creatures’ life cycles. (4.5)	DD. Natural and physical world
	Use basic vocabulary to name and describe plants and living creatures. (4.6)	DD. Natural and physical world
	Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)	BB. Observing and classifying.

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS)	
	Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
Infants (Birth to 11 months)	Respond to the current weather conditions. (0.1)	DD. Natural and physical world
Young Toddlers (9–18 months)	Notice the current weather conditions. (1.1)	DD. Natural and physical world
	Participate in stories, songs, and finger plays about seasons and the weather. (1.2)	Y. Music
	Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)	DD. Natural and physical world
	Participate in stories, songs, and finger plays about day and night. (1.4)	Y. Music DD. Natural and physical world
Older Toddlers (16–36 months)	Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)	DD. Natural and physical world
	Point to types of clothing needed for current seasonal weather conditions. (2.2)	K. Personal care and healthy behavior DD. Natural and physical world
	Talk about the current weather conditions. (2.3)	DD. Natural and physical world
	Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)	DD. Natural and physical world
	Identify the sky’s different characteristics during night and day. (2.5)	BB. Observing and classifying DD. Natural and physical world

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS)	
	Standard CS 4: CONT	
Three-Year-Olds (36–48 months)	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)	DD. Natural and physical world
	Name the types of clothing needed for different seasons. (3.2)	K. Personal care and healthy behavior DD. Natural and physical world
	Identify the characteristics of current weather conditions. (3.3)	DD. Natural and physical world
	Describe objects found in the day or night time sky. (3.4)	DD. Natural and physical world
	Talk about how the sky changes from night to day. (3.5)	DD. Natural and physical world
Four-Year-Olds (48–60 months)	Compare, and contrast seasonal changes where they live. (4.1)	DD. Natural and physical world
	Describe the types of clothing needed for different seasons. (4.2)	K. Personal care and healthy behavior DD. Natural and physical world
	Describe the current weather and how weather conditions can change from day to day. (4.3)	DD. Natural and physical world
	Describe major features of the earth and sky, and how they change from night to day. (4.4)	DD. Natural and physical world

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	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.	
Infants (Birth to 11 months)	Recognize familiar people. (0.1)	E. Building relationships with adults F. Building relationships with other children
	Show anticipation of events in daily routine and activities. (0.2)	G. Community HH. History
Young Toddlers (9–18 months)	Remember familiar people (e.g., object permanence). (1.1)	E. Building relationships with adults F. Building relationships with other children
	Show anticipation of events in daily routine. (1.2)	G. Community HH. History
Older Toddlers (16–36 months)	Respond to changes in routines or schedules (may be a positive or negative response). (2.1)	G. Community
	Remember familiar people, events and objects (e.g., object permanence). (2.2)	E. Building relationships with adults F. Building relationships with other children GG. Geography
	Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)	HH. History
Three-Year-Olds (36–48 months)	Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)	HH. History
	Remember familiar people even though they may not have seen them for a while. (3.2)	E. Building relationships with adults F. Building relationships with other children
	Describe the sequence of daily routines. (3.3)	G. Community HH. History

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Social Studies (CSS), CONT		
Standard CSS 1: CONT		
Three-Year-Olds (36–48 months) CONT	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)	C. Reflection HH. History
Four-Year-Olds (48–60 months)	Describe events, activities, and people from the past using appropriate vocabulary. (4.1)	HH. History
	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)	C. Reflection HH. History
Subdomain: Social Studies (CSS)		
Standard CSS 2: Describe people, events, and symbols of the past and present.		
Infants (Birth to 11 months)	Show interest in people. (0.1)	E. Building relationships with adults F. Building relationships with other children
	Recognize familiar people. (0.2)	E. Building relationships with adults F. Building relationships with other children
Young Toddlers (9–18 months)	Differentiate between person attached to/family members and others. (1.1)	E. Building relationships with adults
Older Toddlers (16–36 months)	Name immediate family members, caregivers and peers. (2.1)	E. Building relationships with adults F. Building relationships with other children
	Point out family members, caregivers and peers in a picture. (2.2)	P. Reading
	Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)	E. Building relationships with adults

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 2: CONT	
Older Toddlers (16–36 months) CONT	Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)	Y. Music
Three-Year-Olds (36–48 months)	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)	E. Building relationships with adults P. Reading
	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)	P. Reading GG. Geography
	Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma’s Gumbo) and songs (e.g., Alligator). (3.3)	P. Reading GG. Geography
Four-Year-Olds (48–60 months)	Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)	FF. Knowledge of self and others
	Identify and name some local, state, and national symbols. (4.2)	P. Reading
	Describe familiar elements of the local community and culture. (4.3)	GG. Geography
	Standard CSS 3: Develop an awareness of geographic locations, maps and landforms.	
Infants (Birth to 11 months)	Explore the immediate environment (inside and outside with adult supervision). (0.1)	GG. Geography
Young Toddlers (9–18 months)	Move from one area to another to explore the environment. (1.1)	GG. Geography
	Assist with classroom clean-up routines such as picking up toys. (1.2)	G. Community GG. Geography

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 3: CONT	
Older Toddlers (16–36 months)	Recognize some familiar places, such as child care, home, store, relative’s house. (2.1)	GG. Geography
	Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)	GG. Geography
	Play with and explore items such as maps or simple diagrams of the classroom. (2.3)	GG. Geography
	Help to throw away trash when asked. (2.4)	G. Community
	Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)	G. Community
Three-Year-Olds (36–48 months)	Describe familiar places such as the home, center/family day home, etc. (3.2)	GG. Geography
	Describe the location of items/areas in the classroom and places in home and community. (3.3)	GG. Geography
	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)	AA. Pretend play
	Recognize and name a map and a globe. (3.5)	GG. Geography
	Look at a simple map and find various features/parts of the map with support and guidance. (3.6)	GG. Geography
	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)	DD. Natural and physical world
	Identify and use appropriate trash receptacles independently. (3.8)	G. Community
	Participate in daily clean-up activities. (3.9)	G. Community GG. Geography

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 3: CONT	
Four-Year-Olds (48–60 months)	Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)	GG. Geography
	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)	X. Art AA. Pretend play GG. Geography
	Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)	GG. Geography
	Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)	G. Community DD. Natural and physical world
	Participate in daily clean-up activities. (4.7)	G. Community GG. Geography
	Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
Infants (Birth to 11 months)	Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1)	Y. Music
	Look at books or pictures of homes that are similar to those found in their own community. (0.2)	P. Reading Q. Book enjoyment and knowledge
Young Toddlers (9–18 months)	Participate in simple ways in rhymes and music from various cultures. (1.1)	N. Phonological awareness Y. Music
	Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)	P. Reading Q. Book enjoyment and knowledge
Older Toddlers (16–36 months)	Participate in rhymes and music from various cultures. (2.1)	N. Phonological awareness Y. Music
	Communicate about the home that he/she lives in. (2.2)	FF. Knowledge of self and others
	Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)	P. Reading Q. Book enjoyment and knowledge

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COR Advantage Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Social Studies (CSS), CONT		
Standard CSS 4: CONT		
Three-Year-Olds (36–48 months)	Participate in music, dance, and other traditions from various cultures. (3.1)	Y. Music Z. Movement FF. Knowledge of self and others
	Show and talk about objects, food, and customs from own family or culture. (3.2)	FF. Knowledge of self and others
	Identify homes that are similar to and/or different from own home. (3.3)	BB. Observing and classifying FF. Knowledge of self and others
Four-Year-Olds (48–60 months)	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	Y. Music Z. Movement FF. Knowledge of self and others
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.		
Infants (Birth to 11 months)	Notice others carrying out routines and responsibilities. (0.1)	G. Community
	Respond to changes in adult’s tone of voice, expression, or visual cues (e.g., shaking head). (0.2)	E. Building relationships with adults
Young Toddlers (9–18 months)	Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)	G. Community
	Respond to guidance when redirected or given one word instructions. (1.2)	M. Listening and comprehension
	Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)	FF. Knowledge of self and others

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 5: CONT	
Older Toddlers (16–36 months)	With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)	G. Community
	Accept redirection from adult. (2.3)	G. Community
	Identify simple rules. (2.4)	G. Community
	Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)	FF. Knowledge of self and others
Three-Year-Olds (36–48 months)	Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)	G. Community
	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)	G. Community
	Identify rules that are used at home or in the classroom. (3.4)	G. Community
	Describe the roles of various familiar community helpers/workers. (3.6)	FF. Knowledge of self and others
	Imitate the roles of familiar community workers. (3.7)	AA. Pretend play FF. Knowledge of self and others
Four-Year-Olds (48–60 months)	Recognize their responsibility as a member of a family and classroom. (4.1)	G. Community
	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)	G. Community
	Identify workers and their roles as citizens within the community. (4.5)	FF. Knowledge of self and others

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COR Advantage Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
Infants (Birth to 11 months)	Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)	A. Initiative and planning K. Personal care and healthy behavior
Young Toddlers (9–18 months)	Communicate desire for objects and/or persons that are in the classroom or home. (1.1)	A. Initiative and planning
Older Toddlers (16–36 months)	Use play money in play activities. (2.1)	AA. Pretend play
	Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)	AA. Pretend play
	Indicate wants and needs through words and gestures. (2.3)	A. Initiative and planning
Three-Year-Olds (36–48 months)	Demonstrate an awareness of uses of money. (3.1)	AA. Pretend play
	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)	AA. Pretend play
	Express wants and needs. (3.3)	A. Initiative and planning
Four-Year-Olds (48–60 months)	Demonstrate awareness of the purpose of money through play activities. (4.1)	AA. Pretend play
	Demonstrate the role of buyers and sellers in play activities. (4.2)	AA. Pretend play FF. Knowledge of self and others
	Participate in conversations about wants and needs. (4.3)	A. Initiative and planning

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL)</i>	
	Subdomain: Speaking and Listening	
	Standard LL 1: Comprehend or understand and use language.	
Infants (Birth to 11 months)	Show interest in adult speech. (0.1)	M. Listening and comprehension
	Look in the direction of sound. (0.2)	M. Listening and comprehension
	Recognize words for familiar items such as “cup” or “bottle”. (0.3)	M. Listening and comprehension
	Engage in turn-taking. (0.4)	L. Speaking M. Listening and comprehension
	Coo when spoken to. (0.5)	L. Speaking
	Smile in response to social stimulation. (0.6)	D. Emotions M. Listening and comprehension
	Know own name by responding when name is spoken. (0.7)	M. Listening and comprehension
	Respond to the sound of language and the steady rhythm of words. (0.8)	N. Phonological awareness
	Get attention or express needs through sound, facial expressions, and movements. (0.9)	D. Emotions K. Personal care and healthy behavior
	Imitate different sounds. (0.10)	L. Speaking N. Phonological awareness
Young Toddlers (9–18 months)	Attend to adult language. (1.1)	M. Listening and comprehension
	Identify familiar people or objects when asked. (1.3)	M. Listening and comprehension
	Follow simple commands (e.g., “Come here”). (1.4)	M. Listening and comprehension
	Use facial expression to show excitement or distress. (1.5)	D. Emotions
	Use gestures and words to communicate needs. (1.6)	M. Listening and comprehension

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Speaking and Listening, CONT	
	Standard LL 1: Comprehend or understand and use language, CONT	
	Repeat familiar words. (1.7)	L. Speaking
	Respond to simple rhymes and fingerplays. (1.8)	N. Phonological awareness
	Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)	L. Speaking
Older Toddlers (16–36 months)	Identify some body parts when asked. (2.1)	K. Personal care and healthy behavior
	Understand simple questions such as, “Where is your blanket?” (2.2)	M. Listening and comprehension
	Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)	M. Listening and comprehension
	Use short phrases combined with gestures and intonation to communicate. (2.4)	L. Speaking
	Engage in short conversations with others. (2.6)	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	Understand a pause in the conversation is a signal to take a turn. (2.7)	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	Share experiences using simple 2-3 word combinations. (2.8)	L. Speaking
	Repeat phrases or key words to simple rhymes and fingerplays. (2.9)	N. Phonological awareness
	Imitate words and actions to simple rhymes and fingerplays. (2.10)	N. Phonological awareness
	Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)	L. Speaking
	Is easily understood by family and familiar adults. (2.12)	L. Speaking

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Speaking and Listening, CONT		
Standard LL 1: CONT		
Three-Year-Olds (36–48 months)	Follow two-step directions. (3.1)	M. Listening and comprehension
	Demonstrate understanding of simple questions and requests. (3.2)	M. Listening and comprehension
	Answer some simple “who”, “what” and “where” questions. (3.3)	M. Listening and comprehension
	Listen and respond attentively to simple conversations. (3.4)	L. Speaking M. Listening and comprehension
	Use phrases and/or simple sentences and questions. (3.5)	L. Speaking
	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)	N. Phonological awareness AA. Pretend play
	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)	L. Speaking
	Ask questions that may incorporate expanding vocabulary. (3.9).	M. Listening and comprehension
Four-Year-Olds (48–60 months)	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	M. Listening and comprehension
	Listen and respond attentively to conversations. (4.2)	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)	N. Phonological awareness AA. Pretend play
	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)	L. Speaking

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Speaking and Listening, CONT	
	Standard LL 1: CONT	
Four-Year-Olds (48–60 months) CONT	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)	M. Listening and comprehension
	Subdomain: Language	
	Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.	
Infants (Birth to 11 months)	Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)	M. Listening and comprehension Y. Music
	Recognize names of familiar people and objects. (0.2)	M. Listening and comprehension
	Use gestures and sounds to communicate needs. (0.3)	K. Personal care and healthy behavior L. Speaking
Young Toddlers (9–18 months)	Demonstrate positional words with body movement or through gestures. (1.1)	T. Geometry: Shapes and spatial awareness
	Use words such as “mama” and “dada”. (1.2)	L. Speaking
	Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)	L. Speaking M. Listening and comprehension
Older Toddlers (16–36 months)	With prompting and support, respond to opposite words during games and activities. (2.1)	M. Listening and comprehension
	Sing and act out motions using a variety of positional words. (2.2)	T. Geometry: Shapes and spatial awareness Y. Music Z. Movement
	Talk about the actions of others (2.4)	L. Speaking
	Use pronouns “me”, “you”, and “I”. (2.4)	L. Speaking
	Use name of self and of other people. (2.5)	FF. Knowledge of self and others

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Language, CONT	
	Standard LL 2: CONT	
Older Toddlers (16–36 months) CONT	Name some objects or people in books. (2.6)	P. Reading Q. Book enjoyment and knowledge
	Use simple sentences and questions that incorporate expanding vocabulary. (2.7)	L. Speaking M. Listening and comprehension
Three-Year-Olds (36–48 months)	With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)	L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness
	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)	L. Speaking M. Listening and comprehension
Four-Year-Olds (48–60 months)	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness U. Measurement
	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	L. Speaking M. Listening and comprehension
	Subdomain: Reading: Literature and Information in Print	
	Standard LL 3: Develop an interest in books and their characteristics.	
Infants (Birth to 11 months)	Manipulate books by holding, chewing, banging, etc. (0.1)	Q. Book enjoyment and knowledge
	Look at picture books with interest, sometimes pointing at objects. (0.2)	P. Reading
	Engage in joint attention to books, language, music and sounds. (0.3)	M. Listening and comprehension N. Phonological awareness P. Reading Y. Music

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print, CONT	
	Standard LL 3: CONT	
Young Toddlers (9–18 months)	Look at books independently and with an adult. (1.1)	Q. Book enjoyment and knowledge
	Select a book to look at and/or take it to an adult to read. (1.2)	Q. Book enjoyment and knowledge
	Attends to picture books on own and with an adult for sustained periods of time. (1.3)	P. Reading
	Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)	Q. Book enjoyment and knowledge
Older Toddlers (16–36 months)	Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)	Q. Book enjoyment and knowledge
	Rotate book to get picture right side up. (2.2)	Q. Book enjoyment and knowledge
	Hold a book and looks at one page at a time. (2.3)	Q. Book enjoyment and knowledge
	Pretends to read. (2.4)	P. Reading
Three-Year-Olds (36–48 months)	Find a specific book by looking at the cover. (3.1)	Q. Book enjoyment and knowledge
	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)	Q. Book enjoyment and knowledge
	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)	Q. Book enjoyment and knowledge
	Shows an interest in illustrations. (3.6)	P. Reading
Four-Year-Olds (48–60 months)	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	Q. Book enjoyment and knowledge

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print	
	Standard LL 4: Comprehend stories and information from books and other print materials.	
Infants (Birth to 11 months)	Engage in brief moments of joint attention to books, language and sounds. (0.1)	M. Listening and comprehension N. Phonological awareness P. Reading
	Respond and attend to stories that have been read previously. (0.2)	M. Listening and comprehension P. Reading
Young Toddlers (9–18 months)	Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)	P. Reading
	Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)	P. Reading
	With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)	P. Reading
	Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)	P. Reading
Older Toddlers (16–36 months)	Answer simple questions about pictures that go with print read aloud. (2.1)	M. Listening and comprehension
	Make up stories while turning pages of book. (2.3)	P. Reading Q. Book enjoyment and knowledge
	Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)	Q. Book enjoyment and knowledge
	With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)	M. Listening and comprehension P. Reading
	Point to the picture on a page and ask, “What’s that?” (2.7)	M. Listening and comprehension
	Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)	P. Reading

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print, CONT	
	Standard LL 4: CONT	
	With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)	M. Listening and comprehension
Three-Year-Olds (36–48 months)	Answer simple questions about print that has been read aloud several times. (3.1)	M. Listening and comprehension
	Retell a simple story with pictures or other props to use as prompts. (3.2)	M. Listening and comprehension Q. Book enjoyment and knowledge
	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)	M. Listening and comprehension Q. Book enjoyment and knowledge
	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)	M. Listening and comprehension
	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)	BB. Observing and classifying
	Use pictures and illustrations of a text to tell a story. (3.6)	P. Reading
	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)	M. Listening and comprehension Q. Book enjoyment and knowledge X. Art
	Demonstrate understanding of what will happen next in familiar stories. (3.8)	M. Listening and comprehension
Four-Year-Olds (48–60 months)	With prompting and support, ask and answer questions about print that is read aloud. (4.1)	M. Listening and comprehension
	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)	Q. Book enjoyment and knowledge
	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)	M. Listening and comprehension Q. Book enjoyment and knowledge

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Reading: Literature and Information in Print, CONT		
Standard LL 4: CONT		
Four-Year-Olds (48–60 months) CONT	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	M. Listening and comprehension
	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)	M. Listening and comprehension
	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	P. Reading
	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	M. Listening and comprehension
	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	M. Listening and comprehension P. Reading
Subdomain: Reading: Foundational Skills		
Standard LL 5: Demonstrate understanding of the organization and basic features of print.		
Infants (Birth to 11 months)	Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)	M. Listening and comprehension N. Phonological awareness P. Reading Y. Music
	Respond or show excitement when hear own name. (0.2)	D. Emotions M. Listening and comprehension
Young Toddlers (9–18 months)	Point to pictures and words in book. (1.1)	P. Reading
	Recognize and respond to own name. (1.2)	M. Listening and comprehension
Older Toddlers (16–36 months)	Rotate book to get picture right side up. (2.1)	Q. Book enjoyment and knowledge
	Look at one page at a time. (2.2)	Q. Book enjoyment and knowledge

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 5: CONT	
Older Toddlers (16–36 months) CONT	Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)	O. Alphabet knowledge P. Reading
	Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4)	P. Reading
	Associate symbols or pictures with objects or places in the environment. (2.5)	P. Reading
Three-Year-Olds (36–48 months)	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)	P. Reading
	Identify name on personal property. (3.2)	P. Reading
	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)	O. Alphabet knowledge R. Writing
	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)	O. Alphabet knowledge
	Identify some letters in own name. (3.5)	O. Alphabet knowledge
Four-Year-Olds (48–60 months)	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	P. Reading
	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	P. Reading
	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	P. Reading
	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	O. Alphabet knowledge R. Writing

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 5: CONT	
	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	O. Alphabet knowledge
	Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
Infants (Birth to 11 months)	Coo and babble to self and others. (0.1)	L. Speaking
	Imitate sounds made by caregiver. (0.2)	L. Speaking
	Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)	L. Speaking
	Show recognition of familiar voices, names and environmental sounds. (0.4)	M. Listening and comprehension N. Phonological awareness
Young Toddlers (9–18 months)	Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)	L. Speaking
	Communicate using sounds, words and/or gestures. (1.3)	L. Speaking
	Copy some motions of adults during fingerplays. (1.4)	Y. Music
	Participate in sound and word play. (1.5)	N. Phonological awareness
	Say first word. (1.6)	L. Speaking
Older Toddlers (16–36 months)	Participate in group rhymes and songs using words. (2.1)	N. Phonological awareness Y. Music
	Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)	N. Phonological awareness
	Participate in word play games and repeat sounds made by adults. (2.3)	L. Speaking N. Phonological awareness

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 6: CONT	
Older Toddlers (16–36 months) CONT	Participate in sound and word play by imitating the movements and sounds of adults. (2.4)	L. Speaking N. Phonological awareness Y. Music
	Repeat familiar words. (2.5)	L. Speaking M. Listening and comprehension
	Use words combined with gestures and intonations to communicate. (2.6)	L. Speaking
Three-Year-Olds (36–48 months)	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)	N. Phonological awareness
	With prompting and support, show an awareness of beginning sounds in words. (3.3)	N. Phonological awareness
	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)	N. Phonological awareness
	Engage in word play activities in songs and rhymes. (3.5)	N. Phonological awareness
Four-Year-Olds (48–60 months)	With prompting and support, recognize and produce rhyming words. (4.1)	N. Phonological awareness
	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	N. Phonological awareness
	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	N. Phonological awareness
	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	N. Phonological awareness

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Writing	
	Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Infants (Birth to 11 months)	Tightly grasp objects when placed in hands. (0.1)	J. Fine-motor skills R. Writing
	Release object purposefully. (0.2)	J. Fine-motor skills
	Use pincer grasp to pick up small objects. (0.3)	J. Fine-motor skills
	Transfer objects from hand to hand. (0.5)	J. Fine-motor skills
Young Toddlers (9–18 months)	Dot or scribble with crayons, may progress to vertical lines. (1.1)	R. Writing
	Scribble or make random marks on paper. (1.3)	R. Writing
	Scribble, as if writing. (1.4)	R. Writing
Older Toddlers (16–36 months)	Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)	R. Writing
	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)	R. Writing
	Scribble with intent to represent something observed and/or convey a message. (2.3)	R. Writing
	Show interest in using writing for a purpose. (2.4)	R. Writing
	Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)	R. Writing
	Recognize difference between picture and print. (2.6)	P. Reading R. Writing
	Explore interactive toys that are models of digital tools such as computers. (2.7)	EE. Tools and technology

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Writing, CONT	
	Standard LL 7: CONT	
Three-Year-Olds (36–48 months)	Experiment with a variety of writing tools, materials, and surfaces. (3.1)	R. Writing X. Art
	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)	R. Writing
	Engage in tactile experiences creating letters and other forms. (3.3)	R. Writing
	Imitate marks made by adult or older child (approximations). (3.4)	R. Writing
	Describe picture and/or dictate story to caretaker. (3.5)	X. Art
	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)	EE. Tools and technology
Four-Year-Olds (48–60 months)	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	R. Writing
	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)	R. Writing X. Art
	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)	EE. Tools and technology

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Physical Well-Being and Motor Development (PM)</i>	
	Subdomain: Motor Skills and Physical Fitness	
	Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
Infants (Birth to 11 months)	Develop strength and control of head and back progressing to arms and legs. (0.1)	I. Gross-motor skills
	Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)	I. Gross-motor skills
Young Toddlers (9–18 months)	Control and coordinate movement of arms, legs, and neck. (1.1)	I. Gross-motor skills
	Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)	I. Gross-motor skills
Older Toddlers (16–36 months)	Combine and coordinate arm and leg movements when engaged in active play. (2.1)	I. Gross-motor skills
	Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	I. Gross-motor skills
Three-Year-Olds (36–48 months)	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)	I. Gross-motor skills
	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	I. Gross-motor skills
Four-Year-Olds (48–60 months)	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)	I. Gross-motor skills
	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	I. Gross-motor skills

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Motor Development and Physical Fitness	
	Standard PM 2: Develop small muscle control and coordinate.	
Infants (Birth to 11 months)	Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)	I. Gross-motor skills
	Use hands to accomplish actions with rake grasp and/or palming. (0.2)	J. Fine-motor skills
	Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)	J. Fine-motor skills
Young Toddlers (9–18 months)	Demonstrate control of wrists, hands, and fingers. (1.1)	J. Fine-motor skills
	Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)	J. Fine-motor skills
	Hold an object in one hand and manipulate it with the other hand. (1.3)	J. Fine-motor skills
	Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)	J. Fine-motor skills
Older Toddlers (16–36 months)	Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)	J. Fine-motor skills
	Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)	J. Fine-motor skills
Three-Year-Olds (36–48 months)	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)	J. Fine-motor skills
	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)	J. Fine-motor skills

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Motor Development and Physical Fitness, CONT	
	Standard PM 2: CONT	
Four-Year-Olds (48–60 months)	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)	J. Fine-motor skills
	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)	J. Fine-motor skills
	Subdomain: Motor Skills and Physical Fitness	
	Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
Infants (Birth to 11 months)	Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)	I. Gross-motor skills
	Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)	I. Gross-motor skills
Young Toddlers (9–18 months)	Participate in a variety of indoor and outdoor play activities. (1.1)	I. Gross-motor skills
	Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)	I. Gross-motor skills
Older Toddlers (16–36 months)	Participate in a variety of indoor and outdoor play activities. (2.1)	I. Gross-motor skills
	Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)	I. Gross-motor skills

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Motor Skills and Physical Fitness, CONT	
	Standard PM 3: CONT	
Three-Year-Olds (36–48 months)	Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	I. Gross-motor skills
	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	I. Gross-motor skills
Four-Year-Olds (48–60 months)	Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	I. Gross-motor skills
	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)	I. Gross-motor skills
	Subdomain: Health and Hygiene	
	Standard 4: Develop appropriate health and hygiene skills.	
Infants (Birth to 11 months)	Cooperate with some personal care routines. (0.2)	K. Personal care and healthy behavior
	Respond to consistent bedtime routine. (0.3)	G. Community
Young Toddlers (9–18 months)	Participate in personal care routines with adult caregiver. (1.2)	K. Personal care and healthy behavior
	Cooperate with sleep routines. (1.3)	G. Community
Older Toddlers (16–36 months)	Identify a variety of healthy foods. (2.1)	K. Personal care and healthy behavior
	Eat a variety of healthy foods. (2.2)	K. Personal care and healthy behavior
	Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)	K. Personal care and healthy behavior
	Initiate and participate in sleep routines. (2.4)	G. Community

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Health and Hygiene, CONT	
	Standard 4: CONT	
Three-Year-Olds (36–48 months)	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)	K. Personal care and healthy behavior
	Select from a variety of healthy foods that are offered. (3.2)	K. Personal care and healthy behavior
	Carry out most personal care routines with minimal adult guidance and assistance. (3.3)	K. Personal care and healthy behavior
Four-Year-Olds (48–60 months)	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	K. Personal care and healthy behavior
	Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)	K. Personal care and healthy behavior
	Subdomain: Safety	
	Standard PM 5: Demonstrate safe behaviors.	
Infants (Birth to 11 months)	Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)	E. Building relationships with adults
	May cry upon seeing adult reaction to a potential harmful situation. (0.2)	D. Emotions K. Personal care and healthy behavior
Young Toddlers (9–18 months)	Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)	E. Building relationships with adults K. Personal care and healthy behavior
	Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2)	D. Emotions
Older Toddlers (16–36 months)	Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)	M. Listening and comprehension

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Safety, CONT	
	Standard PM 5: CONT	
Four-Year-Olds (48–60 months)	Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations)that may appear in the child’s environment) with supervision (4.1)	K. Personal care and healthy behavior
	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)	K. Personal care and healthy behavior

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COR Advantage Items

	Social-Emotional Development (SE)	
	Subdomain: Social Relationships	
	Standard 1: Develop healthy relationships and interactions with peers and adults.	
Infants (Birth to 11 months)	Notice and pay attention to others. (0.1)	E. Building relationships with adults F. Building relationships with other children
	Notice how others respond to his/her behaviors. (0.2)	E. Building relationships with adults F. Building relationships with other children
	Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Participate in simple back and forth play and interaction with adults. (0.4)	E. Building relationships with adults
	Attend and respond to familiar adults. (0.5)	E. Building relationships with adults
	Become frightened or distressed when separated from familiar caregiver. (0.6)	D. Emotions E. Building relationships with adults
	Move or cry to seek attention and comfort from familiar adults. (0.7)	D. Emotions
	Touch, smile, or babble to other infants. (0.8)	D. Emotions F. Building relationships with other children
Young Toddlers (9–18 months)	Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1)	D. Emotions F. Building relationships with other children
	Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2)	E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions
	Show interest in a variety of things, people, and objects. (1.3)	E. Building relationships with adults F. Building relationships with other children

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Young Toddlers (9–18 months) CONT	Play alongside another child (parallel or mirror play) for brief periods. (1.4)	F. Building relationships with other children
	Become frightened or distressed when separated from familiar caregiver. (1.5)	D. Emotions E. Building relationships with adults
	Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)	D. Emotions E. Building relationships with adults
	Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)	E. Building relationships with adults
	Enjoy playing next to or close to other children. (1.8)	F. Building relationships with other children
	Interact briefly with other children by gesturing or offering a toy. (1.9)	F. Building relationships with other children
Older Toddlers (16–36 months)	Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)	D. Emotions
	Make connection between choice and consequence that follows. (2.2)	G. Community
	Notice differences in others, objects, and environment. (2.3)	FF. Knowledge of self and others
	Engage in social play alongside other children and, on occasion, with other children. (2.4)	F. Building relationships with other children
	Follow adult guidance to respond to conflict. (2.5)	H. Conflict resolution
	Show affection for adults that care for him/her on a regular basis. (2.6)	D. Emotions E. Building relationships with adults
	Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)	A. Initiative and planning E. Building relationships with adults
	Interact more regularly with one or two familiar children. (2.8)	F. Building relationships with other children

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Three-Year-Olds (36–48 months)	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)	D. Emotions
	Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)	G. Community
	Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)	FF. Knowledge of self and others
	Work or play cooperatively with other children with some direction from adults. (3.4)	F. Building relationships with other children
	Resolve conflict with peers by following suggestions from an adult. (3.5)	H. Conflict resolution
	Show affection for adults that care for him/her on a regular basis. (3.6)	D. Emotions E. Building relationships with adults
	Occasionally play with the same one or two children for a short time. (3.8)	F. Building relationships with other children
	Describe one or two children as their friends. (3.9)	F. Building relationships with other children
	Join in with a small group of children. (3.10)	F. Building relationships with other children
Four-Year-Olds (48–60 months)	Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	D. Emotions
	Express empathy and sympathy for others. (4.2)	D. Emotions
	Demonstrate understanding of how one’s words and actions affect others. (4.3)	G. Community
	Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)	FF. Knowledge of self and others

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COR Advantage Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Four-Year-Olds (48–60 months) CONT	Play cooperatively with small group of peers for a sustained time. (4.5)	F. Building relationships with other children
	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)	F. Building relationships with other children H. Conflict resolution
	Resolve conflict with peers on their own sometimes. (4.7)	H. Conflict resolution
	Seek help from adults when in conflict with peer, if needed. (4.8)	H. Conflict resolution
	Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)	F. Building relationships with other children
	Develop and maintain positive relationships with peers. (4.10)	F. Building relationships with other children
	Subdomain: Self-Concept and Self-Efficacy	
	Standard SE 2: Develop positive self-identity and sense of belonging.	
Infants (Birth to 11 months)	Show awareness of body parts of self and others. (0.1)	K. Personal care and healthy behavior
	Express preferences for objects, activities and people. (0.2)	A. Initiative and planning
	Respond to his/her own name by movements or facial expressions. (0.3)	M. Listening and comprehension FF. Knowledge of self and others
Young Toddlers (9–18 months)	Recognize self in mirror. (1.1)	FF. Knowledge of self and others
	Develop preferences to food, toys, games, textures, etc. (1.2)	A. Initiative and planning
	Express own desires and preferences. (1.3)	A. Initiative and planning

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Self-Concept and Self-Efficacy, CONT	
	Standard SE 2: CONT	
Older Toddlers (16–36 months)	Express own desires and preferences. (2.1)	A. Initiative and planning
	Identify self in photographs. (2.2)	P. Reading FF. Knowledge of self and others
	Express self-awareness using “Me” or “mine.” (2.3)	FF. Knowledge of self and others
Three-Year-Olds (36–48 months)	Recognize self in terms of basic preferences, characteristics, and skills. (3.1)	FF. Knowledge of self and others
Four-Year-Olds (48–60 months)	Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	FF. Knowledge of self and others
	Subdomain: Self-Concept and Self-Efficacy	
	Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Infants (Birth to 11 months)	Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)	CC. Experimenting, predicting, and drawing conclusions
	Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)	D. Emotions
	Actively explore toys, and objects in the environment. (0.3)	A. Initiative and planning
	Express preferences for objects, activities and people. (0.4)	A. Initiative and planning
Young Toddlers (9–18 months)	Show joy, pleasure, and/or excitement over accomplishments. (1.2)	D. Emotions
	Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)	A. Initiative and planning
	Express certain preferences. (1.4)	A. Initiative and planning
	Make simple choices with guidance from adults. (1.5)	A. Initiative and planning

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

COR Advantage Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Self-Concept and Self-Efficacy, CONT	
	Standard SE 3: CONT	
Older Toddlers (16–36 months)	Demonstrate confidence when completing familiar tasks. (2.1)	D. Emotions
	Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)	D. Emotions
	Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully). (2.3)	D. Emotions
	Try new experiences with adult prompting and support. (2.4)	A. Initiative and planning E. Building relationships with adults
	Make simple choices with guidance from adults. (2.5)	A. Initiative and planning
Three-Year-Olds (36–48 months)	Demonstrate confidence in completing familiar tasks. (3.1)	D. Emotions
	Actively explore the environment and begin to try new experiences. (3.2)	A. Initiative and planning
	Make choices between two or three options (e.g., chooses milk or juice). (3.3)	A. Initiative and planning
Four-Year-Olds (48–60 months)	Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	D. Emotions
	Attempt new experiences with confidence. (4.2)	A. Initiative and planning
	Make choices or decisions from a range of options. (4.3)	A. Initiative and planning

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COR Advantage Items

Social-Emotional Development (SE), CONT		
Subdomain: Self-Regulation		
Standard SE 4: Regulate own emotions and behavior.		
Infants (Birth to 11 months)	Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (0.1)	D. Emotions
	Calm down when held, rocked, or talked to by a familiar adult. (0.2)	D. Emotions
	Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)	D. Emotions
Young Toddlers (9–18 months)	Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (1.1)	D. Emotions
	Seek comfort in daily routines, activities, and familiar adults. (1.2)	E. Building relationships with adults G. Community
	Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)	D. Emotions
Older Toddlers (16–36 months)	Recognize feelings when named by an adult. (2.1)	D. Emotions
	Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)	E. Building relationships with adults G. Community
	Express more complex emotions through behaviors, facial expression and some words. (2.3)	D. Emotions
Three-Year-Olds (36–48 months)	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)	D. Emotions
	Express own ideas, interests, and feelings through words or actions. (3.2)	D. Emotions
Four-Year-Olds (48–60 months)	Recognize and accurately label the feelings of self. (4.1)	D. Emotions
	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	D. Emotions

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COR Advantage Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Self-Regulation	
	Standard SE 5: Regulate attention, impulses and behavior.	
Infants (Birth to 11 months)	Respond to having needs met. (0.1)	D. Emotions K. Personal care and healthy behavior
	Respond to changes in adult’s tone of voice, expression, and visual cues (e.g., shaking head). (0.2)	M. Listening and comprehension
Young Toddlers (9–18 months)	Respond to simple rules and routines. (1.1)	G. Community
	Accept some redirection from adults. (1.2)	G. Community M. Listening and comprehension
	Act on impulses (e.g., pull mother’s hair or reach for another child’s bottle). (1.3)	D. Emotions
	Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)	D. Emotions G. Community
Older Toddlers (16–36 months)	Show some understanding of simple rules and routines with adult support. (2.1)	G. Community
	Accept some redirection from adults. (2.2)	G. Community M. Listening and comprehension
	Respond positively to choices and limits set by an adult to help control their behavior. (2.3)	D. Emotions G. Community
Three-Year-Olds (36–48 months)	With prompting and support, follow rules and routines. (3.1)	G. Community
	With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)	D. Emotions G. Community
	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)	D. Emotions G. Community
	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)	D. Emotions G. Community

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COR Advantage Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Self-Regulation, CONT	
	Standard SE 5: CONT	
Four-Year-Olds (48–60 months)	Follow rules and routines and adapt to changes in rules and routines. (4.1)	G. Community
	Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	D. Emotions
	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)	D. Emotions G. Community

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